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ABSTRACT

This report presents the proceedings of the pre-conference seminar, "Careers and Management: Strategies for Women Professionals," which concentrated on issues related to (1) practicing techniques and strategies which can be applied to on-the-job situations, especially as related to career advancement and (2) developing methods of overcoming problems and barriers which may hinder career growth for women in management and administration. Among the six presentations given were the following: Sex-Role Stereotyping and Socialization, by Cindy Woolbright, which focuses on the idea that the socialization process has been very different for men and women; Management Theories/Models, by Rufus Simmons, which summarizes data indicating the lack of women in positions of managerial and administrative leadership and reviews an alternative management system; Perspectives on Time: Developing Procedures for More Effective Operation, by Stayton Wood, which suggests a method of dealing with the predictable, the routine, and the annual responsibilities which all college union professionals encounter each year; and The Organizational Women: Dilemmas, Contradictions, and Strategies, by Judith Touchton, which emphasizes career management in the context of the institution or organization. (LRA)

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CAREERS & MANAGEMENT: STRATEGIES FOR WOMEN PROFESSIONALS

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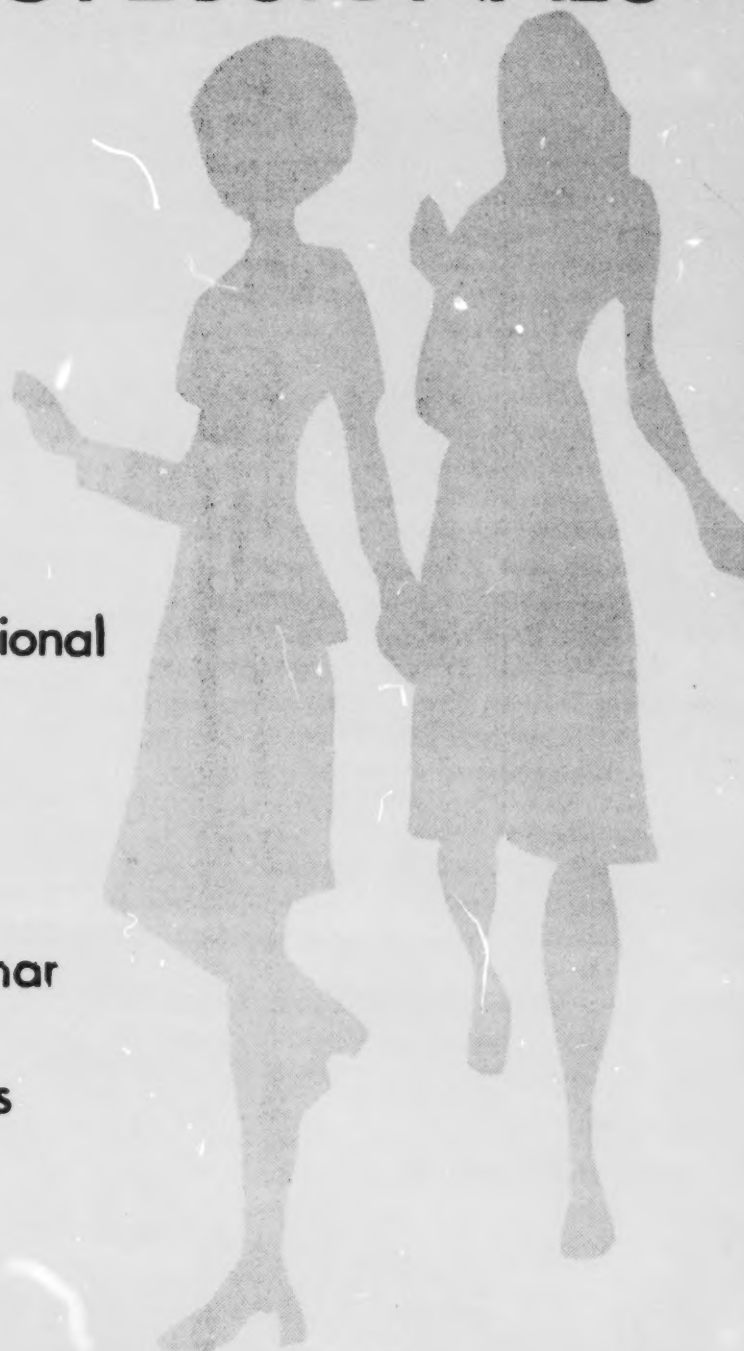
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March 24-25
Stouffer's Cincinnati Towers
Cincinnati, Ohio

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INTRODUCTION

WELCOME! I am quite pleased that you have selected to participate in "CAREERS AND MANAGEMENT: STRATEGIES FOR WOMEN PROFESSIONALS." As you know, it is important to continue our professional and personal development. I believe that the seminar will assist you in this manner.

I wish to acknowledge several individuals for their contributions to the seminar development and presentation. Sylvia Vogelmann, Judy Valyo, Connie Sokalsky and Toni Riccardi reviewed survey information and contributed to the suggestions for the seminar content; Marythea Grebner developed, in large part, the content; Adell McMillan, Dorothy Pijan and Shirley Bird Perry reviewed the content of the seminar and offered suggestions for presentors/facilitators; and finally, the individuals who are serving as seminar presentors/facilitators...all of these individuals have contributed to the development and presentation of the seminar. To these individuals, my thanks.

Cindy Woolbright,
Seminar Coordinator
March, 1979

Cover Design by Lori Manning, Trenton State College

CAREERS AND MANAGEMENT:
STRATEGIES FOR WOMEN PROFESSIONALS

FOCUS

This seminar is designed for women and men in managerial or administrative positions in college unions, student activities programs, and/or other student service responsibilities. The focus is on the professional development of both women and men who are interested in assisting women in their career development. The program sessions will familiarize participants with pertinent issues concerning management and career development and will provide opportunities for participants to assess, explore, and develop skills which will increase and sharpen their professional competencies. The program will concentrate on issues related to:

(1) Practicing techniques and strategies which can be applied to on-the-job situations, especially as related to career advancement; (2) Developing methods of overcoming problems and barriers which may hinder career growth for women in management and administration.

The seminar's format will include a combination of special presentations by consultants, small group discussions, films, resource sharing, and informal interaction with carefully selected resource persons. Among the areas of concern will be:

- Organizational Dynamics
- Management Theories and Models
- Communication Techniques
- Support Network Development
- Career Consultation
- Issues Relating to Women in Higher Education
- Skill Assessment

CAREERS AND MANAGEMENT: STRATEGIES FOR WOMEN PROFESSIONALS

SEMINAR SCHEDULE, BAMBOO ROOM B, STOUFFER'S

SATURDAY, MARCH 24, 1979

<u>TIME</u>	<u>PROGRAM CONTENT</u>	<u>PRESENTOR</u>
2:00 p.m.-2:30 p.m.	Opening Session Seminar Objectives Get Acquainted	Cindy Woolbright Ken Ender
2:30 p.m.-3:45 p.m.	Sex-Role Stereotyping Film/Discussion	Cindy Woolbright
3:45 p.m.-5:00 p.m.	Management Theories/Models	Rufus Simmons
5:00 p.m.-5:30 p.m.	Snack Break	
5:30 p.m.-6:45 p.m.	Assertiveness and Non-Sexist Communication	Toni Riccardi
6:45 p.m.-7:15 p.m.	Keynote Address	Judy Touchton
7:15 p.m.-8:00 p.m.	Small Group Discussions	See Attachment

SUNDAY, MARCH 25, 1979

8:30 a.m.-9:45 a.m.	Time Management	Stayton Wood
9:45 a.m.-10:00 a.m.	Refreshment Break	
10:00 a.m.-11:30 a.m.	Packaging a Personal Program	Judy Valyo
11:30 a.m.-12:00 Noon	Closure/Evaluation	Cindy Woolbright

SEMINAR SMALL GROUP DISCUSSIONS

Saturday, March 24, 1979

7:15 p.m. - 8:00 p.m.

TOPIC

Support Network Development

Academic Development

Career Consultation

Power Issues

PRESENTORS

Jim Carruthers
Cindy Woolbright

Dorothy Pijan
Judy Valyo

Adell McMillan
Judy Touchton

Connie Sokalsky
Rufus Simmons

SEMINAR PRESENTORS

Judy Touchton. Judy Touchton joined the American Council on Education in March, 1977, as Staff Associate in the Office of Women in Higher Education. Prior to her appointment, she was Assistant Director of the Career Development Center at the University of Maryland, College Park. Touchton's principle responsibilities there included research, program development, staff development, and serving as teacher-coordinator of a semester-long career planning course for for undergraduates. Her work with the Office of Women in Higher Education at the American Council on Education is concerned largely with the National Identification Program for the Advancement of Women in Higher Education Administration. Touchton received her B.A. in Political Science at Duke University, M.A. in Counseling and Personal Services from the University of Maryland and a Ph.D. in Counseling and Personnel Services at the University of Maryland. She has served as author of many publications in the area of career development. Touchton will deliver the keynote address and serve as a consultant for the seminar.

Toni Riccardi. Toni currently serves as the Program Director for University Unions, Cornell University. She has completed her course work for a masters degree at the University of Minnesota - Twin Cities in Recreation and Park Administration. She has been actively involved in the affairs of the Association at the regional and international level including the Conference Program Committee in San Diego, 1977, Assistant Regional Representative and now serves as a member of the Women's Concerns Committee. In addition, she has served as a seminar coordinator and trainer for the area seminars on "Effective Leadership and Management of Unions and Student Activities Programs" for the Educational Commission.

Rufus Simmons. Rufus presently holds the position of the Director of Coffman Memorial Union, University of Minnesota - Twin Cities. He is a graduate of the University of Cincinnati majoring in Biology and Education. He has taught and coached in the public school system of Cincinnati and in his hometown of Steubenville, Ohio. Rufus began his career in college unions in 1966 upon assuming the duties of Director of the Student Center and Defensive Coordinator of the college football team at Delaware State College. He has pursued graduate work at the University of Delaware and completed his M.A. at the University of Minnesota in Education Administration, and is currently completing a Ph.D. in the same field. Rufus has sought to translate management theory into practice at both union settings and is in the sixth year of utilizing what he terms an "Integrated Management System," which combines PPBS - Planning Program Budgeting Systems and Management by Objectives, MBO. Rufus has been active within the Association of College Unions - International as a presenter, Regional Coordinator for the Task Force on Human Resources, and as Vice President for Conference Programs, San Diego, 1977.

Judy Valyo. Judy serves as the Director of Student Activities at Rockland Community College. She received her B.A. in History at Molloy College, M.A. in College Student Personnel from New York University and is currently an Ed.D candidate in Higher Education Administration at Teachers College, Columbia University. She has served in a variety of capacities in the Association including regional and international activities. In addition, she has served on a 3-member team of the Catalyst Model Staff Training Project, which focused on the career development for undergraduate college women. As a result of the project, she teaches a course, Psychology of Careers, which investigates career options and decision making. Judy currently serves on the Women's Concern's Committee and Resolutions Committee for ACU-I.

Stayton Wood. Assistant Dean of Student Life and Director of Student Development at Southwest Texas State University. Dr. Wood has been involved in the college union/student activities field for fifteen years. He has had experience as a Program Director, a Director, a Director of Student Activities, a Director of Counseling in addition to his current roles within student affairs. Dr. Wood has experienced a wide variety of work settings ranging from a state university to a private university to a public multi-campus community college district. He received his BA degree in psychology from the University of Texas at Austin, an MS degrees in counseling psychology from East Texas State University, and a ph.D in student personnel administration from East Texas State University. In ACU-I, Dr. Wood has served as host for the 1972 Region 12 conference, Regional Representative for Region 12, a member of the Core Consultation Team in college union programming, a member of the Interim Commission on Educational Programs and Services, planning committee for the Student/Staff Assembly, and a member of the 1978 conference program committee. Most recently, he hosted and assisted with presentation of area seminars related to programming under the sponsorship of the Educational Commission.

Cindy Woolbright. Cindy currently serves as Program Coordinator, Student Center at Trenton State College. She received her B.S. in Social Sciences, State University of New York at Stony Brook and a Masters in Public Administration from C.W. Post Center, Long Island University. In ACU-I, she has served in a variety of capacities at both a regional and international level. Currently, Cindy serves as Chairperson, Women's Concerns Committee for the Association as well as a member of the Committee on Minority Programs. She has presented sessions at the Association's Annual Conference on women's programs and leadership as well as having served on regional conference committees and Regional Coordinator, Women's Concerns (Region III). She is serving as the Seminar Coordinator.

SEMINAR FACILITATORS

In addition to the Seminar Presentors, several individuals are serving as facilitators for the seminar. They include:

Jim Carruthers, Director, Aztec Center, San Diego State University.

Ken Ender, Coordinator of Student Activities, Virginia Commonwealth University.

Adell McMillan, Director, Erb Memorial Union, University of Oregon.

Dorothy Pijan, Director, North Texas Union and Campus Activities, North Texas State University.

Connie Sokalsky, Director, Crozier-Williams Student Center, Connecticut College.

SEX-ROLE STEREOTYPING AND SOCIALIZATION

Cindy Woolbright, Trenton State College

As I began to prepare this segment for the seminar, "Careers and Management: Strategies for Women Professionals," I reflected upon my thoughts for presenting the seminar in the first place. Why was this needed? Why had the idea even entered my mind that one morning in the shower at the San Diego Conference in 1976? I realized then that women professionals needed some avenues for skill building. But, deeper exploration was required. I realized that women need to "catch up." Women have not had the same or equal opportunities as men. Women did not possess the attributes and skills that men did. And, there was a reason. It involved the socialization process of women and men. It was (is) different.

In "Psychology Constructs the Female" (1976), Naomi Weisstein writes,

the evidence is collecting that what a person does and who she believes herself to be, will in general be a function of what people around her expect her to be, and what the overall situation in which she is acting implies that she is
(p.93)

Further clarification states that
people are what you expect
them to be, or at least they
behave as you expect them to
behave (Weisstein, 1976, p.97)

Thus, we operate within a social context of expectations about ourselves. These expectations become reality for us.

So, how did we get here? Quite simply, it is our socialization process. From birth, girls and boys are treated differently. Remember bouncing the baby boy around and cooing at the baby girl? The blue blanket for the boy, a pink one for the girl? Overalls for the boy, a dress for the girl? We all know how difficult it would be to play baseball or climb a tree in a dress. In essence, boys are encouraged to be active while girls are encouraged to be passive.

In our grammar school books, the boys are portrayed as active participants while girls stand by and watch the boys play. Even Spot watches Dick and not Jane! In sports, boys play them while girls cheer them on. Thus, little boys are encouraged and rewarded for their aggressive and active play. Little girls, at best, are called "tomboys" if they behave similarly. And, children are not dumb. They are very perceptive at picking up cues. These cues are quite important. They "help" us form our sex-role identity. Children respond to these cues and act upon them in ways that will reward and reinforce them. Once the gender identity is learned, children then learn what is appropriate for their particular gender. The acquisition of sex-role identity is based upon these cues. And, these cues and expectations are internalized. The influence of social expectations is tremendous as they set the stage for what will be learned.

Allow me to illustrate this point. At a very early age, boys are encouraged to participate in team sports. Here, the greatest lessons of life are learned. Cooperation, support, competition, loyalty, power and strategy are only a few of the lessons. Initiation, independence and self-confidence also are lessons learned. Most importantly, these lessons are rewarded. The cues are strong and positive. Value is placed on the acquisition of these virtues. Ballet and piano lessons, on the other hand, do not teach quite the same nor do they receive similar recognition and status.

These lessons of team sports are aptly translated into skills and traits that are valued by our society. Moreover, these traits and skills provide the basis for a high degree of independence and achievement-orientation. In turn, the motivation to succeed is strong. These traits and characteristics are designed to men. They form what can be termed as the "competence cluster." (Mednick, Weissman, 1976) Women, on the other hand, formulate an "expressive cluster." Women are driven by the motivation to please others. Jo Freeman (1976) aptly states that

the real situation is not that women do not have achievement motivation, but that this motivation is directed differently from that of men. In fact, the achievement orientation of both sexes goes precisely where it is socially directed - educational achievement for boys and marriage achievement for girls. (p. 141)

Just ask a little boy and a little girl what each wants to be when they grow up. The typical response will be a doctor or lawyer for the young boy and a mother for the young girl. Thus, boys define themselves in terms of position while girls provide definition through affiliation.

Weissman and Mednick (1976) have concluded that "even in societies with conscious women's emancipation ideologies, role change is superficial. (p.123)

This point can be aptly illustrated in the following story:

" Both my wife and I earned college degrees in our respective disciplines.

I turned down a superior job offer in Oregon and accepted a slightly less desirable position in New York where my wife would have more opportunities for part-time work in her specialty. Although I would have preferred to live in a suburb, we purchased a home near my wife's job so that she could have an office at home where she would be when the children returned from school. Because my wife earns a good salary, she can easily afford to pay a housekeeper to do her major household chores. My wife and I share all other tasks around the house equally. For example, she cooks the meals, but I do the laundry for her and help her with many of her other household tasks."

and

"Both my husband and I earned college degrees in our respective disciplines. I turned down a superior job offer in Oregon and accepted a slightly less desirable position in New York where my husband would have more opportunities for part-time work in his specialty. Although I would have preferred to live in a suburb, we purchased a home near my husband's job so that he could have an office at home where

he would be when the children returned from school. Because my husband earns a good salary, he can easily afford to pay a housekeeper to do his major household chores. My husband and I share all other tasks around the house equally. For example, he cooks the meals, but I do the laundry for him and help him with many of his other household tasks." (Bem and Bem, 1970, p. 7 & 8)

Thus, what has occurred is the preponderance of an unconscious ideology, which is "a set of beliefs and stereotypes of which one is unaware because of a failure to imagine any alternatives." (Frieze, Parsons, Johnson, Ruble, Zellman, 1978, p.11). More aptly stated, we have been socialized into roles/positions by the virtue of our sex. Surely, household work does not carry a sexual identity. We have, in essence, assigned roles to the sexes and have reinforced various behaviors for each sex. Utilizing the sex of an individual as a determinant factor of role/position has resulted in what can be best described as sexism. Alice Jeghelian (1977) defines sexism as

prejudicial attitudes and patterns of behavior toward either sex, based on cultural stereotypes or myths pertaining to the sex. (p.230)

Now, what does this have to do with our seminar? As I earlier stated, women need to "catch up." It is, however, important to understand why. Yes, we know that women have been discriminated against. But, to fully understand why and to assist women in the catch-up game, we must be aware - fully aware - of our socialization experience. We must be aware that the socialization process has been very different for women and men. We must be cognizant of the fact that most women have not learned the lessons that come from playing team sports. Women have not learned the strategy and skill that comes from team sports. Women have not been team members. This does not mean that women cannot learn...for the strategies and skills of sports are also those utilized in the board room. It means that women must learn and women need mentors and colleagues to teach them. Men and women alike can serve as such. Understanding of our socialization process is an important beginning for learning to develop strategies for professional women.

Introduction

The very second I committed myself to participating in the workshop, *Careers and Management: Strategies for Women Professionals*, I experienced a strange feeling of excitement bordering on the edge of what I would term a "euphoric terror!" I thought, at last I had an opportunity to really focus upon a number of beliefs, attitudes, perceptions and behaviors that I held relating to women and the women's movement which were increasingly causing me personal conflict.

My motivation in addressing the conflict was three-fold. One, for years I have been fascinated (and interested) with assessing factors of human dynamics and human development--analyzing what forces in human survival and interaction impact upon individuals to cause their behaviors. In short, I wanted to gain greater insight into why we behave the way we do.

Second, I saw a tremendous growth opportunity for me as a person and as an educator. Frankly, my experiences in being a black male and growing up in America taught me all too well what it is like to be oppressed. But now to become aware, too painfully slow, that at birth I automatically became a member in the most powerfully oppressive group in the world today, the male fraternity--this was a rather disconcerting discovery. The paradox of the situation is that while blacks as well as other minorities have struggled for self determination, nearly one-half of the Movement's personnel (males) have continued to fall unwittingly into perpetrating the oppression of minorities--females. In other words, the third world males through their quest of liberation and equality of participation in the American social, political, and economic system, have "bought in" and have perpetuated the "system" which oppresses women. The black liberation movement has been for males only.

Finally, I must admit that within me there is an optimism and an ego that supports the notion that there is something I have learned and/or experienced that is worthwhile sharing with others: to this end this paper is focused.

As college union professionals and educators in the "best" sense of the word, I believe we have an obligation to avail ourselves of the "best" that is in us to help others to become the "best" that is within them or in the jargon of the human development field, assist people toward their self-actualization. Too, there is a personal prerequisite to sharing personal experiences and that is the need to "validate" the accuracy of my reflections about my exper-

iences to the level necessary to satisfy my personal ethics. Coming to grips with why I feel, think, and behave is very important to me. Concurrently, there is an equal need to be able to accept and admit my omissions and short-sightedness. There have been times when I have been wrong--more than I care to admit. But in all cases when I have not been too egocentric, I have had positive growth experiences. I hope that I shall continue to grow in positive ways from all of life's experiences, both from the good and the not-so-good. As a male, husband, and father, I have been discovering how I have been socialized to view and accept and reenforce sex roles. Equally important, I have come to grips with the resulting dehumanization and debilitatory impact of sexism upon females as well as males. I wish to continue my growth through introspection and personal action.

It was necessary for me to share these introductory comments. They were intended to peak your interest, and to set the stage for the content of this paper. My intention is to be personal, challenging, and hopefully insightful.

The Situation

Preparing to participate in the workshop has caused me to examine several questions. Considering my years of experience as a college union director, what information and/or insight could I bring to bear on women in management? What are the current thoughts in literature? What are the unique forces women will encounter as they pursue their self-actualization via management/administrative careers? And finally, what management systems are at hand which would be useful for women to know in preparing for and succeeding in a management/administrative career?

Examining the Women's Advocate, I discovered the following U.S. Department of Labor statistics on women and employment.

"Nine out of ten women will be employed at some time in their lives. Currently 56% of all women over age 18 are employed; nearly 3/4 are working full time. Today, women make up 41% of the labor force. Their numbers have more than doubled since 1950 and tripled since 1940. The greatest change has been in the working behavior of married women; more married women are working, choosing either to stay in the work force or drop out for much shorter periods of time. The average work life of all women is 23 years. In 1940 it was about half of that. The more education a woman has, the greater the likelihood that she will work.

The range is from one out of every five women with less than a grade school education to nearly three out of every four women with five or more years of college."

The article continues, "Despite all these figures which indicate that more women are employed and for longer periods of time than ever before, occupational segregation, which places women in lower paying jobs, still continues. Figures based on 1976 data indicate that women earn only slightly more than 3/4 of what men earn."

The following figures were taken from Comment (Sep 1978) published by the Office of Women in Higher Education and the American Council on Education:

	1947-48	Today *
Women in the Work Force	31%	56%
Employed Married Women	20%	48%
Employed Mothers (children under six)	13%	41%
% of Men's Salary Earned by Women	51%	61%
% of Women in Clerical Occupations	<u>59%</u>	<u>78%</u>
* % of Women in Managerial/Administration	<u>5%</u>	<u>5.5%</u>

At the cognitive level the figures are staggering! Of greater significance however is the impact of the data at the affective level. I personally am appalled! Within the reported twenty-year period, women have made "significant" advances in all reported categories i.e. women in the work force, a 25% gain; percent of men's salary earned by women, a 10% increase. However, the most shocking statistic is that a 19% increase occurred in clerical occupations, an already woman-dominated occupation, and an insignificant gain of only .5% occurred in the managerial/administration categories!

The Dilemma

What can be done about the lack of women in positions of management and administration is vast and varied. Each of us has her/his values, beliefs, theories, and approaches to the plight of women in management. A number of "knowing" persons have defined the problem of the shortage of women in management/administration, or positions of leadership, as the result of institutionalized sexism. I would agree wholeheartedly; institutionalized sexism, much like racism, is very subtle and pervasive in its most destructive form. Its debilitating and dehumanizing effects are of astronomical proportions and in contemplating solutions perhaps astronomical effort will be needed to change the process.

* 1976 figures

However, the major question is, what are the solutions? But first, E.F. Schumacher, author of Small Is Beautiful, in his book A Guide for the Perplexed defines two types of problems, "convergent" and "divergent," which may help in grappling with the dilemma. In exploring the two types of problems, Schumacher states, "We know there are solved problems and unsolved problems. The former, we may feel, present no issue; but as regards the latter: are there not problems that are not merely unsolved but insoluble? First, let us look at solved problems. Take a design problem--say, how to make a two-wheeled, man-(person)powered means of transportation. Various solutions are offered which gradually and increasingly converge until, finally, a design emerges which is "the answer" - a bicycle - an answer that turns out to be amazingly stable over time.... I propose to call problems of this nature convergent problems.... What is needed is more time, more money for research and development (R&D) and maybe more talent." In clarifying divergent problems Schumacher presents the following, "It also happens, however, that a number of highly able people may set out to study a problem and come up with answers which contradict one another. They do not converge. On the contrary, the more they are clarified and logically developed the more they diverge, until some of them appear to be exact opposites of the other.... The moment we deal with problems involving the higher level of being, we must expect divergence...."

I would submit that sexism and the countervailing force, the women's movement, presents society with a divergent problem. There are and will be multiple solutions, some of which may conflict with each other.

An Approach

Today, the very essence of who we are and what we shall be in America is fundamentally linked to how most of us have been socialized from birth to unquestionably accept our sex roles and sex role stereotypes. Warren Farrell, author of The Liberated Man provides an accurate insight into the development of masculine and feminine stereotypes in outlining the following: "At an early age boys see models of men who seek material success, physical and psychological strengths, leadership, invulnerability; who suppress their fear, control their emotion; who are pragmatic, know all the answers, never seek help, are tough and independent; who have a substantial degree of power, ambition, and physical and sexual aggression; who have control in sexual relations, and in all relations; initiate sexual relations, make decisions, can get what they want when they want it.... The woman's socialization encourages domesticity, nurturance, dependency,

modesty, coyness, deviousness, warmth, emotionality, illogicality, the ability to be sensually and sexually arousing (while simultaneously properly inhibited and submissive), fearfulness, the need for protection, tenderness, fragility, displays of affection and "sugar and spice and everything nice."

The topic of sex role formulation has been introduced for two obvious and specific reasons. First, if any significant advances are to be made in enhancing women's positions in any and all of our institutions, one has to come to terms with the impact of sex role formulation and all of its accompanying destructive elements and to develop strategies and action which will address the problem of sex role stereotypes. Management seminars, workshops, MBA programs, etc. will not be effective alone in causing a permanent solution to women's overall "second class" status unless the problems of sex role formulation are addressed comprehensively throughout society.

To define the cause of women's "second class" status and their exclusion from positions of management and administration positions in any other terms than a function of sex role formulation is to ignore reality. Also, to view the problem in any other way would result in an improper diagnosis of the problem and the corresponding solutions would at best be partial solutions. I realize that it is necessary to define the problem as such, I also realize that the results will be slow in being realized. What is involved here is a total relearning of ways of being for both males and females. It means reordering society away from using a person's sex as a means of inclusion or exclusion from the privileged circles. It will mean overcoming what Robert Jay Lifton in the book, The Life of the Self calls "psychic numbing," wherein Lifton refers to the incapacity to feel or to confront certain kinds of experiences (personal and institutionalized sexism and racism), due to the blocking or absence of inner forms or imagery that can connect with such experience;

Another Option

At another level, and more immediate in impact, is the pragmatic approach suggested by Margaret Hennig and Anne Jardim in their best seller The Managerial Woman. In outlining two steps designed to be effective in helping women to advance in management careers, the authors state, "The first step lies in accepting that the residues of difference (the results of male and female sex roles formulation) will remain with us for the rest of our lives. A woman may always be anxious over the potential conflict between being a high achiever and a successful woman. She may always be vulnerable to criticism in a way that is more

directly personal than it is for men. She may always see career risk as a little more dangerous. She may always find it difficult to be aggressive and to initiate in her own cause. These residues will remain and they need to be identified and managed...."

The second step is the most critical of all. It is the decision whether one really wants to succeed in a management career, a career that requires competing primarily with men, and competing with them in a system they understand better and on terms with which they are far more comfortable and much more familiar."

A Caution

Perhaps at the most significant and pragmatic level there is very little to quarrel with in acceptance of the statements. The prescribed steps are "action" oriented and extremely useful in dealing with the harsh realities of the "real" world. However, herein lies a concern. If women are able to identify and manage the "residues" of sexism and sex role stereotyping and in addition are able to become successful in competing with men in a "man's game," with rules set by men; if the above strategy is the "key" to women's advancement in management/administration, then great care must be exercised by women and concerned men to prevent the total, unquestioned assimilation of the dominant masculine value system in a system which places profitability and progress before human needs and humanitarian causes.

The debilitating affects of the dominant masculine values system can clearly be seen in Farrell's statements characterizing elements of masculinity: "If John Wayne - the Moses of masculinity - were to hand down 'The Ten Commandments of Masculinity,' they would look like this:

1. Thou shalt not cry or expose other feelings of emotion, fear, weakness, sympathy, empathy, or involvement before thy neighbor.
2. Thou shalt not be vulnerable, but honor and respect the "logical," practical," or "intellectual," as thou defines them.
3. Thou shalt not listen, except to find fault.
4. Thou shalt condescend to women in the smallest and biggest of ways.
5. Thou shalt control thy wife's body and all its relations, occasionally permitting it on top.
6. Thou shalt have no other ego before thee.
7. Thou shalt not be responsible for housework before anybody.
8. Thou shalt honor and obey the straight and narrow pathway to success: job specialization.

9. Thou shalt have an answer to all problems at all times.
10. And above all: thou shalt not read the liberated man or commit other forms of introspection."

The value of "role modeling" is important in the college union field. We have learned values and behaviors through identification and observation with those we most respect and admire, parents, teachers, friends, and colleagues. The result of women managers blindly accepting, in total or in part, the institutionalized masculine values and acting out the images of the traditional "successful" male manager role model is quite clear. Women would become just as effective in oppressing both women and men as the "expert" male models have been.

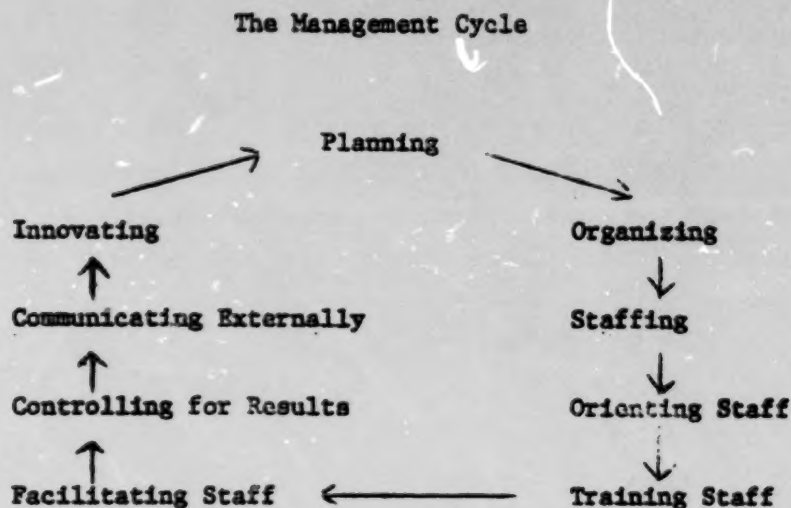
I will be the first to admit that to advocate this consciousness and to maintain the necessary levels of sensitivity and consistency of positive and constructive effort is much easier said than accomplished. I too realize that it is an easy temptation to compromise or to set aside one's values for the sake of personal advancement--couched in the well-intentioned notion that one will become a "change agent" within the system. Too often one is co-opted and begins to rationalize, "I will do something about it tomorrow, or sometime in the near future," which unfortunately never comes. I have seen evidence of this process closest to home in the Black Liberation Movement. I hope that the "moral holiday", the respite, that too many black middle-class "leaders" are on is only temporary. I am concerned about this "moral holiday" and the resultant indifference. The need to regroup, recharge and strengthen the "Movement" is quite clear! Accordingly, women be aware!

The need for viable and visible alternative role models for both women and men--models who demonstrate compassion, concern, empathy, nurturance, cooperation, is extremely important, rather than the "succeed at all costs" model. Without new role models there is little evidence to support any reason to believe that there will be any real change in how our institutions are operated and any significant movement toward greater human liberation.

The Task at Hand

Having issued some precautions and bias, I would now like to proceed with the agenda: women in management, but first a definition and explication of the term "management" is in order. Management may be defined as the process by which a cooperative group directs action toward common goals. The basic functions that are usually associated with management are planning, organizing, staffing, controlling, and directing. In carrying out these functions the manager must make decisions and communicate with others, for the "art" of management is getting things done with and through other people. Furthermore, in carrying out these

functions, the manager must innovate, motivate, coordinate and represent one group to other groups.



The functions and processes identified are inert. They are static, non-living entities. What brings them to life for positive or negative results is the manager/administrator. Through the leadership element the management functions can be, and are used for successfully advancing both the organization's mission and goals, along with satisfying the personal needs of the members of the organization. Just how successful the manager is will depend upon her/his knowledge and skills in management and the technical aspects of her/his job specialty. How satisfying the experience will be depends on her/his understanding of human needs, human dynamics and the skillful employment of humanistic values. The attempted utilization of the "authority of position" alone will not in the long run, if at all, maximize the success in accomplishing the organizational goals if one is not sensitive and responsive to human needs.

Lewis Abrams in the Foreward of Understanding People at Work states, "What we all once thought of as "authority" is undergoing significant change in our society. We are moving away from authority based strictly on power and status to authority based on knowledge and ability...." Authority is granted by constituents (staff) to their leaders only so long as the leader satisfies the needs and standards of the governed. Abrams further states that, "For managers to earn cooperation requires that:

- they understand the needs, attitudes, expectations and behavior of people at work--people as both individuals and members of a group.

- they utilize this knowledge to develop specific policies, practices, and programs that will motivate employees to participate in the achievement of managerial objectives."

If women are to advance in management, it is necessary for women to understand what has happened to them in the past, how this has caused behavior today, and how we can proceed in the future.

Again, it is important that both women and men become aware of how social conditions have produced the attitudes and behaviors which have limited the numbers of women in "non-traditional" occupations; and continues to be obstacles for women to with ease pursue opportunities and challenges which will lead them to management positions sooner.

It is equally important for women to be aware, however, that the socialization process has equipped them with some very positive attributes and behaviors such as empathy, warmth, nurturance, which most men have been conditioned not to possess. These attributes in addition to the appropriate management skills can be developed into an effective "feminine" managerial style and, furthermore, a "humanistic" managerial style.

The Informal Organization

There are a number of sub-problems and complexities involved in the challenge of developing women's careers in management. One of the complexities as noted earlier is learning the "rules of the game"--aside from formal organizing, hierarchies, goals, policies, procedures, etc. Women must come to grips with understanding the informal organization. There are groups of individuals in any organization which are formed along the lines of job specialization, experiences, age, seniority, race, and sex. These clusters are formed by people who like to socialize with one another on and off the job. Whatever the organizing principle, these informal groups satisfy a social need in people by giving them a common sense of belonging. Within these groups are carried the customs, mores, traditions, social norms and values the employee and managers bring to the workplace. It is here within the informal male network that a woman manager must successfully gain access if she is to achieve similar success in advancing her career as her male counterparts. The name of the game may be termed "winning friends and influencing the boss."

Elaborating further, Hennig and Jardim in discussing the informal system (organization) state that, "The origins and present function are found in the male culture and experience and that men have for themselves an environment which is both comfortable and familiar." Further, to drive the point home, the authors

state, "If we think of men who belong to the informal system as the insiders: people who understand and support others, the structures, and the rules; people who share common aspirations and dreams; people who grew up with similar backgrounds; who played together, learned together, and competed together. Concurrently we think how differently women grow up: their different orientations, expectations, aspirations and experiences--then we can begin to understand why, in spite of the case, very little may really have changed for women."

It is imperative that women begin not only to recognize but to utilize the informal system; to develop relationships with people in the organization is important to their promotion and/or advancement to the next job possibility.

Concurrently women need to establish informal support networks akin to the "old boy" networks for self affirmation, support, and information.

Women in Management - Additional Research

At other competency levels women need to possess skills in a number of job activities in order to acquire and advance in a management position. In a study by Jacquelyn Crawford titled "A Woman in Management Curriculum" based on a survey of women in middle management positions in Minneapolis/St. Paul, the author lists the top items that women feel they perform satisfactorily.

1. Working out problems (problem solving).
2. Hiring subordinates: females.
3. Dealing with changes.
4. Hiring subordinates: males.
5. Communicating with subordinates.
6. Preparing reports.
7. Communicating through writing.
8. Making decisions.
9. Defining objectives.
10. Designing programs from start to finish.
11. Coordinating office activities.
12. Communicating with superiors.
13. Clarifying goals and objectives.
14. Communicating orally.
15. Evaluating jobs.

The activities women perform most often on the job were listed as:

- | | |
|--|---|
| 1. Communicating with subordinates. | S |
| 2. Making decisions. | S |
| 3. Communicating orally. | S |
| 4. Communicating with superiors. | S |
| 5. Communicating through writing. | S |
| 6. Working out problems (problem solving). | S |
| 7. Dealing with changes. | S |
| 8. Preparing reports. | S |

- | | |
|--------------------------------------|---|
| 9. Resolving conflict. | U |
| 10. Managing time. | U |
| 11. Participating in groups. | U |
| 12. Defining objectives. | S |
| 13. Obtaining feedback on programs. | U |
| 14. Clarifying goals and objectives. | S |
| 15. Delegating authority. | U |

"S" activities satisfactorily performed by 75% or more of the respondents.

"U" activities unsatisfactorily performed by 75% or more of the respondents.

Job activities women feel incompetent performing:

1. Developing incentives and rewards.
2. Managing time wisely.
3. Measuring effectiveness of programs.
4. Preparing budgets.
5. Developing subordinates potential: female.
6. Delegating authority.
7. Developing subordinates potential: male.
8. Analyzing costs.
9. Motivating subordinates.
10. Obtaining feedback on programs.
11. Leading groups.
12. Resolving conflict.
13. Conducting employee appraisal.
14. Counseling subordinates.
15. Participating in groups.

The data is very interesting, but not alarming. I would dare say that if a similar study were replicated with males as the subject that the results would be very similar.

Continuing the analysis of the data of the study, Crawford identifies ten job situations peculiar to women.

"1. One hundred eleven (63.8%) in the study travel on their jobs. The women do not feel that they have lost a promotion because it meant traveling alone or traveling with men. Only four of the married or previously married women said travel on the job was a problem in their marriages and only one woman indicated it could be a problem in her marriage. Travel appears not to be a detriment to women in management.

2. The women feel that being included in previously all-male lunch gatherings is no problem. One hundred forty-one women (81.1%) said that they were included or were sometimes included in such gatherings. They also feel that they are treated as "one of the company managers" and are not singled out and treated solely as women. Paying the check after the meal is not a problem either. These women have apparently earned or "proved" they are a manager in the company and are treated as just that.

3. One hundred thirty-five women (77.6%) said that they were sometimes included or not included at all in other male social gatherings. Of these 135 women, 62 of them (45.9%) said that they would like to be included at least sometimes. Apparently some barriers to women managers still exist in the informal structure still present in many companies.

4. The majority of the respondents feel that they have as much access to office information as the men do. Forty-seven women (27.0%) said that they did not, and of these three said that this was a problem for them. Thus, some "office information," essential to effective management is still withheld from a sizeable number of women managers.

5. Over half of the women feel that their ideas are utilized in their departments most of the time or always; in contrast 81 women feel that their ideas are utilized by their companies, in general, only "occasionally." As no comparative data was available for men in management, it is not possible to conclude whether women in management have their ideas accepted more or less often than do men.

6. One hundred eight of the women (62.0%) do not feel that their maximum capabilities are being utilized on their jobs and of these, 61 women said they would like to do more. Again, these figures may not be any different from the patterns that might exist for men in management positions.

7. The majority of the respondents (63.8%) feel that their being a woman does not have an adverse effect on people outside their companies. Managers are successful if they are good managers - not whether or not they are male or female.

8. Eighty-four percent (84%) of the respondents do not feel that they are the "token" women in their departments. It does not appear that these women got their jobs to show that a certain number of women in their companies were managers. This statement, in addition to others in this study, would seem to indicate that these women were most likely hired for their skill or potential.

9. Less than 1/3 of the women claim they either feel resentment or somewhat feel resentment from subordinates, co-workers, or superiors whether they are male or female. It appears that quite a healthy atmosphere exists for women managers in this area.

10. There was an almost 50-50 breakdown as far as being the brunt of sexist comments was concerned. Looking at the total information from this study, however, it would appear that any sexual comments or jokes are not taken seriously by anyone concerned, as the women managers seem to be quite competent in their fields and are well accepted by their companies."

How Women Feel About Themselves As Managers and As Women

As managers the women saw themselves as persuasive, highly motivated, competent, and aggressive persons. They felt that they were successful in their jobs and found a high source of self-esteem within themselves. They are confident of their abilities, have a good sense of humor, are competitive and able to work under pressure. The women felt they were independent, achievement-oriented and definitely looking for promotions within their company. They prefer to know their work is accepted and want to be recognized for it.

The majority of the women do not feel that being single is an asset for a career woman, but this response was closely followed by those women who took a "middle of the road" stand by choosing neither high agreement or low agreement on this question. These neutral women could have been those that were experiencing some role conflict balancing their career demands and their home demands.

The typical accepted managerial model associated with male stereotypic characteristics describes the male manager as a persuasive individual, a person with exceptional motivation, an aggressive person and one who can stand a great deal of pressure.

It is probably true that the above-mentioned traits are synonymous with a successful manager, but it is society that attributes them solely to the male and not to the female. Women who possess these characteristics most certainly can function as successful managers just as well as men.

But what about their femininity? This question usually comes up and it is not to be taken lightly. This is an area of inner conflict for many women. If a woman possesses the attributes necessary to operate as a successful manager, can she still retain her femininity? The answer according to the respondents in the study is yes.

The women did not feel that they had to forego their femininity to advance in their job. They also felt they have a good background for their positions. Although they did not feel resentment from non-working female friends, their closest friends are career women.

As children, the women did not feel they were tomboys and they neither identified with the role of their fathers nor the role of their mothers. They said that their parents were just as interested in their having a career as in their marrying.

One hundred sixty-three of the women (93.7%) did not feel that being sexually available was an asset to their careers.

Those women who are married or had been married feel that they are/were successful as wives and feel that their careers are just as important as their husband's careers.

They argue that they would accept a promotion if it meant making more money than their husband did, or if it meant they attained a higher position than he held. They were not too sure they would accept a position if it meant moving.

The women feel they are successful mothers. Success to these women means doing a good job at home and at work. Success in one area and not in the other is not a satisfactory situation for them. The majority of the women feel that their careers enhance their roles as wives and mothers although they do experience some role conflict. Eighty-six percent (86%) said they were happier because of their careers.

A Management System

Considering the findings of the Crawford study as not being atypical of women in management, what management theories and models are suggestive of providing women opportunities to maximize their potential as managers and persons?

I would like to pose two management systems, PPBS (Planning, Programming, Budgeting) and MBO (Management by Objectives), as concepts which have proved to be exceptional models for achieving both the organizational and individual goals satisfaction.

Elsewhere in this paper the functions of management have been identified as consisting of planning, organizing, staffing, orienting staff, training staff, facilitating staff, controlling for results, communicating externally, and innovating. These functions are manifested in a continual cycle which reflects internal adjustment and modification to external forces i.e. inflation, customer needs, product/service obsolescence in the marketplace. Organizational effectiveness is dependent upon a responsible management system. When PPBS and MBO are integrated as one they become a powerful management system with great potential.

A clear and comprehensive presentation of the details of PPBS and MBO is beyond the scope of this paper. However for those interested, a more thorough presentation may be found in the ACU-I 56th Annual Conference Proceedings in an article entitled "Refining the Budget Process: Planning, Programming, Budgeting System (PPBS) for the College Union-Program As Well As Operations," by Ronald Loomis and Rufus Simmons. Too, there is a complete presentation on microfich of the embryonic development of Coffman Memorial Union's PPBS/MBO systems which is available through the ACU-I Central Office.

However an explanation of the basics of the systems are in order:

The Need for a PPB System

The purpose of developing a Planning Program Budgeting System is to improve upon or change what is commonly termed the traditional line-item, or incremental budget process. More specifically, PPBS was developed in an effort to improve the

efficiency and effectiveness of organizational spending. The budget is often thought to be a reflection of organizational policy. Planning Programming Budgeting (PPB) is also designed to reflect organizational policy more clearly for all concerned.

PPBS: A Definition

There are a number of definitions for PPBS, none of which is wholly right or wrong. The definition of PPBS depends on one's emphasis. For Coifman Memorial Union, PPBS is defined rather broadly as a method of organizing information to improve decisions that concern the allocation of limited resources.

As a system for improving choices related to the use of scarce resources, it does not make choices. It does not even reduce decisions to the selection of one clearly correct course of action. Quite the contrary, it has the built-in objective of expanding available alternatives. It has the faculty of making the ingredients of choice and the probable consequences of alternatives extraordinarily clear.

The Assumptive Basis

Two underlying assumptions prompted the development of PPBS. First, the notion that the resources of any institution are always less than needed to accomplish all the good and useful things that ought to be accomplished. Therefore, among competing claims on resources, institutions must choose those which contribute most to their objectives and execute them effectively and efficiently in order to free scarce resources for other good and useful things. Second, institutional programs rarely have an automatic regulator that tells them when an activity has ceased to be productive, or could be made more efficient, or should be replaced by another activity, as does private business in the feedback it receives via profit and competition. An institution must find another tool for making "choices" which the scarcity of resources forces on us.

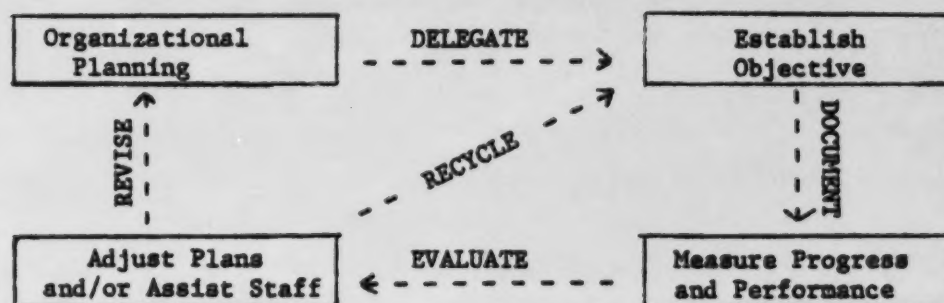
PPBS Components Defined

Planning is the identification of comprehensive, long-range objectives for the organization and the systematic analysis of various courses of action in terms of costs and benefits. Implicit in this process is the need for creativity, innovative alternatives, and well-developed analytical capability for analysis of the benefits of the alternatives.

Programming is deciding on alternatives to be executed from the planning decisions. Programming requires a detailed understanding of courses of action in order to provide specific time scheduling, coordination with other organizational programs, and identification of personnel, materials, and financial resources to be used.

Budgeting is the process of translating planning and programming decisions into specific financial plans. Budgeting is the mechanism for implementation and control—not for basic decision making.

The Implementation Cycle



Deficiencies and Benefits of PPBS

PPBS is not merely a technique, but represents an organization of people, resources, and applied technology. This management process is obviously not without problems or drawbacks for administrators in higher education.

Some significant problems of PPBS are:

- Significant commitment of organizational resources, i.e., staff time, financial resources, and in some instances, computer programs and computer time.
- Added strain placed on the limited analytic talent within the organization.
- Difficulty in quantification of the benefits of individual programs.
- The danger of falling into the "technology trap" where decisions are made by virtue of only the cost data which can be made available.
- The cost of the system may not be justified by the new information which is provided.

Perhaps the most difficult deficiency to reconcile is that, if not tempered with optimism, there are few cases of fully satisfied users.

There are, however, sufficient benefits to merit its development and implementation for many unions. Initially, PPBS may seem to be a revolutionary system imposed upon present administrative structure, but if it is established with the proper degree of foresight and flexibility, PPBS can become an integrated system which will provide answers to questions relating to the effective and efficient allocation of available resources. It provides administrators, union boards, and

other budget controlling officials with more and better information for decision-making than has been customary through the line-item budget presentations. Program budgeting aids in the decision-making process by providing a process to help find new ways through analysis and evaluation of programs that will accomplish the organization's business faster, better, and cheaper.

Perhaps Robert Hays, a management systems developer associated with the Western Interstate Commission for Higher Education, provides an excellent rationale for PPBS. He states, "I believe that the greatest impact of the quantitative (PPBS) approach will not be in the area of problem solving, although it will have growing usefulness there. Its greatest impact will be on problem formulation: the way managers think about their problems; how they size them up; bring new insights to bear on them; relate them to other problems; communicate with other people about them; and gather information for analyzing them."

Once the PPBS budget is established, a specific implementation "action" plan is needed to achieve the goals prescribed in the budgeting process. MBO becomes the "action" plan.

Management by Objectives

It is a rather disturbing fact that in most organizations the most valuable available resource, its human resource, is probably the one used least effectively.

MBO provides a mode for addressing this problem. Its principles are built on "human nature." Most individuals will respond with enthusiasm to challenging objectives if they are involved in establishing them, provided that the administrative climate supports and nurtures self-development, self-control, and open communication.

Robert A. Howell, an Assistant Professor of Business Administration at Harvard University, states, "The primary emphasis for using Management by Objectives has stemmed from personnel functions and behavioral science as an aid toward improving individual motivations and for providing a more sound basis for evaluating individual job performance."

A Philosophical Base

Two foremost leaders in advancing the concept of MBO have been Peter Drucker and Douglas McGregor. Peter Drucker, who has been credited with being the father of MBO, stated in 1954, "What the business enterprise needs is a principle of management that will give full scope to individual strengths and responsibility and at the same time give common direction of vision and effort, establish teamwork, and harmonize the goals of the individual with the common weal."

Douglas McGregor has made a significant contribution to the "human side of

enterprises," a phrase about which McGregor has written a book. John Humble, a leading exponent of the MBO system, summarized McGregor's classic statement of theory:

1. "The expenditure of physical and mental effort in work is as natural as play or rest.
2. "External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-control in the service to which he is committed. Commitment to objectives is dependent upon the rewards associated with their achievement. The most important rewards are those that satisfy needs for self-respect and personal improvement. The average human being learns under proper conditions not only to accept but to seek responsibility.
3. "The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized."

To expand upon the "context" in which MBO is desirable and useful, additional points are provided:

1. With responsibility differences and authority delegated throughout the organization it becomes increasingly difficult to coordinate separate but related activities.
2. Since the majority of managers are in charge of specialized functions and only a few directly responsible for the profit center, standards of managerial performance become increasingly obscure.
3. Traditional appraisal systems which rely on personality traits and descriptive checklists have often proved to have little relationship to an individual's actual job performance.
4. Increasing evidence, supported by formal research, has shown that poor performance is often attributed, not to lack of motivation or ability, but to a failure to know what the superior expects in the way of performance.

What is the MBO Process

The MBO system can be summarized in a few words:

1. At the end of the PPBS phase wherein the organizational goals are determined and the financial plan set, each staff person, keeping within the overall goals and budget, establishes in consultation with the manager specific results/orientated objectives. These objectives specify the results

which are to be obtained in quantifiable terms; allocation of staff time, levels of desired performance, and the method of measuring this performance.

2. At the end of a specific time period, each manager reviews his operation to check actual against planned performance.

MBO appears to be simple to implement, but this is deceptive, such a program takes training and practice.

The essence of MBO is to take these overall unit goals and translate them into a "plan of action" for every manager in the organization so that each has a clear, unambiguous set of objectives for his/her particular area of responsibility.

Implementation of an MBO System - the Key Elements

Chester I. Barnard, in his book The Functions of the Executive, provides a strong rationale for implementation of MBO into the formal organization to insure its survival. "The formal organization is a cooperative system whose continued survival depends on the minimum of common purpose, willing participants, and a communication system. The functions of the executive are to (1) develop and maintain a communication system, (2) secure essential service from the willing participants, and (3) formulate the purpose and objectives of the organization." In speaking of individual acceptance of authority, Barnard sets forth four preconditions:

1. The recipient understands the communication.
2. The recipient perceives that its mandates are not inconsistent with the understood purpose of his/her department/organization.
3. The recipient believes the directive to be in harmony with his/her personal interest
4. The recipient has both the physical and mental capability to comply with the directive.

Concluding, should any of the four preconditions fail, the recipient of the communication will not accept authority and authority will not exist. In essence, authority is really defined from below rather than from the top of the organization.

MBO is a system that, when properly implemented and maintained, insures the acceptance of authority simply because authority rests with all members in the organization. Communication, participation, and goal setting are essential components of the process.

Keys to Success

1. The successful implementation of MBO requires determined and committed leadership-- from the top. The system is demanding of time (\$) and energy and without the support and direction of top administration the process is critically hampered.
2. Flexibility in method technique. Many strategies, forms, and techniques exist--

management should examine the alternatives and select/modify the approach best suited to their organization.

3. MBO is an administrative responsibility, but there is a need for a high quality non-threatening leadership at the launching stage.
4. An organic view of the need to change, develop, and improve MBO must exist. MBO is a developmental process and is not accomplished in one year.
5. Maintaining momentum. Even where the concept of management has been completely built into an organization, it requires consistent leadership to insure that it is kept on the mark.

Implications for Women in Management

The fifteen job activities (identified in the Crawford study) which women feel incompetent performing can be effectively addressed in a comprehensive fashion by their utilization of a PPBS/MBO system.

Beginning with the formulation of the "action" plan the subordinate staff in consultation with the manager determine objectives which will satisfy the PPBS plan. Professional and personal needs of the individual staff person can be addressed via the development of specific developmental objectives in concert with the objectives which will satisfy the organizational goals. The mere fact that objectives are developed by staff serves as a powerful incentive. Rewards in the form of recognition, praise, promotion, merit pay, etc., are options which are available for utilization. The effectiveness is determined via a discussion/interview with the staff person. The clear expectation of both manager and staff will result in more effective utilization of time and energy.

The concern for budget preparation, delegating authority, analyzing cost, are built into the PPBS system. The obtainment of feedback on programs, counseling subordinates, resolving conflicts, motivating subordinates, has a clear basis for discussion and problem solving when individual needs and expectations are documented. The foregoing concerns are addressed effectively in MBO. Communication on staff progress toward the completion of her/his objective should be an on-going process, however a formal time should be set aside to review and discuss in-depth staff progress. At minimum this review should take place quarterly. During this review - period problems of coordination, goals, objectives, and alternative objectives should be discussed. The role of the manager during this review should be that of a facilitator, coach and helper. Above all in this interview, the staff person should maintain "ownership" of her/his objectives. The major point of emphasis is that the subordinate staff person is reviewing her/his objectives with the manager. This

is a very important concept; the manager must guard against "taking control" and being totally prescriptive as to how the staff person should accomplish the objective without first assisting the staff person to achieve the growth and satisfaction of goal accomplishment through individual initiative. The managers can play a more valuable role through the utilization of their skills and knowledge to aid their staff in directing their efforts toward meeting both the personal and organizational objectives and goals. There is considerable time involved in the process, however, from the standpoint of the organizational and individual development benefits, it is well worth the effort in terms of high morale, productivity and the development of human resources.

The Appraisal Review--Merit Pay

In "traditional" appraisal systems designed to award compensation, many abuses or faulty evaluation schemes are used. The chief focus in these "traditional" systems is on personality traits which have little to do with job performance. Coupled with an inadequate appraisal system, managers are somewhat uncomfortable in the judgment role. Douglas McGregor, assessing the sensitive points of the appraisal process, states "The conventional approach (non-MBO), unless handled with consummate skill and delicacy, constitutes something dangerously close to a violation of the integrity of the personality. Managers are uncomfortable when they are put in the position of playing God."

Performance appraisal based upon MBO offers a better way. Rather than the possibility of criticizing a subordinate on perceptual differences of job expectations or personality traits, and perhaps having to argue about them, the MBO system provides a different mode, that of analysis rather than appraisal. No longer is the staff person examined by the manager so that his/her weaknesses may be determined--rather, the staff examine themselves in order to define not only their weaknesses, but also their strengths and potential. The central focus should be on problem-solving and growth.

In a separate meeting, shortly after the final performance review, the staff person would be called in to discuss performance pay. If the prior review meetings have been effectively conducted, the staff person should be very much aware of her/his chance for a pay raise. The "pre-knowledge" could have been based on the staff person's satisfactory completion of X percent of objectives, or a specific few objectives of high importance. Regardless, there should have been some explicit knowledge of the criteria for salary improvement at the outset of the fiscal year during the objective-setting phase.

Summary and Conclusion

Much has been attempted in the presentation of this paper.

Data has been presented which has identified the woeful lack of women in positions of managerial and administrative leadership, a situation which has grown out of a process of socialization and institutionalized sexism. Some information has been provided which hopefully will assist women and men in understanding the impact of sex role formulation and its debilitation upon human development and aspirations.

The dilemma of addressing the impact of institutionalized sexism upon women in management and the divergent nature of the problem has been explored. An "idealistic" approach has been indicated in the form of a need to re-educate individuals to assume different sex role formulation. At the pragmatic level the contribution of Hennig and Jardim has been offered as immediate strategies for women desiring careers in management. Concern for women replicating the male success model has been expressed for fear that the women, if not aware, will fall victim to perpetuating an oppressive and dehumanizing system.

Additional research by Jacquelyn Crawford on women in management has been shared with the hope that the needs of women will not be perceived as being wholly unique to women but rather an indication of what all managers need and feel. The need for clarity of individual needs, expectation, communication, delegation, and motivation in an organization has no set boundaries.

Planning Program Budgeting (PPBS) and Management by Objectives (MBO) have been explored as an alternative management system. This integrated system holds promise as a tool, a structure in which humanistic leadership can fulfill the function of management in a manner which will satisfy the organization goals as well as the personal developmental needs of the organization's members.

For the future the college union can be a catalyst for change. The program of the Union can be forums for addressing institutionalized sexism. The possibility for career development seminars—workshops which could assist in opening minds to exploration of other options are endless. The union, if it is at all sincere in its efforts to humanize the college environment, can become a model of humanist management, an organization model which places greater value upon people and relationships rather than things and outcome. I would submit that if the reconciliation of human needs to the organization is achieved the organization's outcomes will be highly satisfying for all concerned. "The future is now."

Assertiveness and Non-Sexist Communication

Toni Riccardi

Cornell University

ASSERTIVE BEHAVIOR: IDEAS TO KEEP IN MIND

1. Assertive behavior is often confused with aggressive behavior, however, assertion does not involve hurting the other person physically or emotionally.
2. Assertive behavior aims at equalizing the balance of power, not in "winning" the battle" by putting down the other person or rendering her/him helpless.
3. Assertive behavior involves expressing your legitimate rights as an individual. You have a right to express your own wants, needs, feelings, and ideas.
4. Remember: Other individuals have a right to respond to your assertiveness with their own wants, needs, feelings, and ideas.
5. An assertive encounter with another individual may involve negotiating an agreeable compromise.
6. By behaving assertively, you open the way for honest relationships with others.
7. Assertive behavior not only is concerned with what you say but how you say it.
8. Assertive words accompanied by appropriate assertive "body language" makes your message more clear and impactful.
9. Assertive body language includes the following:
 - a. maintaining direct eye contact
 - b. maintaining an erect posture
 - c. speaking clearly and audibly
 - d. making sure you do not have a whiney quality to your voice
 - e. using facial expression and gestures to add emphasis to your words
10. Assertive behavior is a skill that can be learned and maintained by frequent practice.

	NON-ASSERTIVE BEHAVIOR	ASSERTIVE BEHAVIOR	AGGRESSIVE BEHAVIOR
I. General Characteristics of the behavior:	Emotionally dishonest, indirect, self-denying, inhibited	(Appropriately) emotionally honest, direct, self-enhancing, expressive	(Inappropriately) emotionally honest direct, self-enhancing at expense of others, aggressive
II. Your feelings when you engage in this behavior:	Hurt, anxious at the time and possibly angry later.	Confident, self-respecting at the time and later	Righteous, superior, depreciatory at the time and possibly guilty later.
III. The other person's feelings about his/herself when you engage in this behavior:	Guilty or superior	Valued, respected	Hurt, humiliated.
IV. The other person's feelings about you when you engage in this behavior:	Irritated, pity, disgusted	Generally respect	Angry, vengeful
V. VERBAL	Apologetic words. Veiled meanings, Hedging; failure to come to the point. Rambling; disconnected. At loss for words. Failure to say what you really mean. "I mean," "you know."	Statement of wants. Honest statement of feelings. Objective words. Direct statements, which say what you mean. "I"--messages.	"Loaded" words. Accusations. Descriptive, subjective terms. Imperious, superior words. "You"--messages, that blame or label.
VI. NON-VERBAL			
A. General	Actions instead of words, hoping someone will guess what you want. Looking as if you don't mean what you say.	Attentive listening behavior. General assured manner, communicating caring and strength.	Exaggerated show of strength. Flippant, sarcastic style. Air of superiority.
B. Specific			
1. Voice	Weak, hesitant, soft, sometimes wavering.	Firm, warm, well-modulated, relaxed.	Tense, shrill, loud, shaky, cold, "deadly quiet"; demanding, superior, authoritarian.
2. Eyes	Averted; downcast, teary, pleading.	Open, frank, direct. Eye contact, but not staring.	Expressionless; narrowed; cold; staring; not really "seeing" you.
3. Stance and posture	Lean for support; stooped; excessive head nodding.	Well-balanced, straight-on; erect, relaxed.	Hands on hips; feet apart. Stiff and rigid; rude imperious.
4. Hands	Fidgety, fluttery, clammy.	Relaxed motions.	Clenched; abrupt gestures; finger-pointing; fist pounding.

Questionnaire
Decision to Change

The following questions may be of value as you assess any given situation in attempting to decide whether or not to change. Add any other comments or dimensions which apply to your situation.

1. What do I gain from staying non-assertive?
 - a. protection from others
 - b. praise for conforming to others' expectations
 - c. maintenance of a familiar behavior pattern
 - d. avoidance of taking the responsibility for initiating or carrying out plans
 - e. avoidance of possible conflict/anger/rejection/acceptance of responsibility for my feelings
2. Would I be willing to give up any of the above? Which?
3. What do I lose by being non-assertive?
 - a. independence
 - b. the power to make decisions
 - c. honesty in human relations
 - d. others' respect for my rights and wishes
 - e. my ability to control my emotions (I can deny my own rights for only so long and then I blow up)
 - f. relaxation, inner tranquility
 - g. my ability to influence others' decisions, demands, expectations--particularly with regard to myself
 - h. the satisfaction of initiating and carrying out plans
4. Do the gains of staying non-assertive outweigh the losses?
 - a. If so, why?
 - b. If not, am I willing to make the change by acting assertively?
 - c. Can I enlist the support, understanding, and cooperation of others involved either in the situation or in my life?
5. What are my short-term goals? (in my relationships and in my activities)
6. What are my long-term goals?
7. How can assertive behavior help me achieve these goals?

A BILL OF ASSERTIVE RIGHTS

- I. You have the right to judge your own behavior, thoughts, and emotions, and to take the responsibility for their initiation and consequences upon yourself.
- II. You have the right to offer no reasons or excuses for justifying your behavior.
- III. You have the right to judge if you are responsible for finding solutions to other people's problems.
- IV. You have the right to change your mind.
- V. You have the right to make mistakes—and be responsible for them.
- VI. You have the right to say, "I don't know."
- VII. You have the right to be independent of the goodwill of others before coping with them.
- VIII. You have the right to be illogical in making decisions.
- IX. You have the right to say, "I don't understand."
- X. You have the right to say, "I don't care."

YOU HAVE THE RIGHT TO SAY NO, WITHOUT FEELING GUILTY.

--Manuel J. Smith, Ph.D
When I Say No, I Feel Guilty
Bantam Books, 1975

PERSPECTIVES ON TIME: DEVELOPING PROCEDURES FOR MORE EFFICIENT OPERATION

Stayton Wood, Southwest Texas State University

A shock wave rippled through a recent lazy summer staff meeting when the supervisor announced that the staff's annual report was due within the week!

"What annual report?" "There's not enough time!" "I didn't know we were doing that this year!" were a few of the typical responses.

The reality of the matter is that for this staff and for perhaps all staffs the annual report is and has been a matter of fact for each year as far back as anyone can remember. The "scourge of summer", the "final act", the "remembrance of things better forgotten" are but a few of the more colorful references to this yearly period to the season just past.

THE DILEMMA

Why, then, should it come as such a moment of unexpected trauma to a staff that since it is summer, it is also annual report time? More pertinently, why is it that the supervisor of this staff is making this pronouncement only one week in advance of its due date? More generally, how many times does a similar experience occur in staff meetings throughout the year as important deadlines approach and annual projects need finalization?

These questions have plagued staff members and supervisors in all areas of student affairs for years and have become particularly bothersome as project assignments have mounted, work responsibilities have become more complex, and pressures have reached the breaking point. A colleague in the college union field recently remarked, "We select our student committee chairpersons every year in the month of March. We know and have known for years

that this is going to happen. Yet why is it that we seem to be unable to remember to initiate plans for this predictable activity before February. Every year we end up in a mad rush to get ready!" Perhaps this same quandry could be reflected by others in regard to hiring student employees, selecting professional staff, completing staff evaluations, setting goals and objectives, conducting training workshops, initiating budget cycles, or even determining personal vacation dates! All of these are annual activities for most staff. More often than not they occur at roughly the same time of year; and, quite frequently, they involve fairly routine procedures for completion. Yet each year a quick inspection of many staff operations would find individuals in a sort of professional panic as attempts are made to respond to what should have been predictable and to recall procedural strategies that should have been routine. Consequently, there is an enormous amount of time consumed in re-thinking and repeating activities, resulting in shortened time frames and reduced energy levels for staff exploration of more productive, creative orientations.

THE STRATEGY

To better resolve the dilemma described above, it is useful to initiate an extensive review of the annual activities of a staff. There are several approaches to this process.

Categorization: A typical student affairs schedule of responsibilities might yield the following broad categories of activities:

- I. University or Campus Events(registration, new student orientation, Homecoming, fraternity/sorority rush, commencement, examinations)
- II. Planning Events(goal setting for upcoming year, budget cycle, review of goals during mid-year annual report)
- III. Professional Events(regional workshops, staff development activities, national conferences)
- IV. Training Events(staff orientation, special student training workshops, student appointment and development)

V. Specific Staff/Office Events(recruitment of volunteers, promotion of services, scheduling of activities)

VI. Evaluation Events(negotiation of expectations of staff, review of activities, staff evaluation)

While these may vary from one campus to another, this basic categorization most probably would be similar for many staffs to utilize in placing order to their diverse annual activities.

Calendaring.

Once this breakdown of events is achieved, a logical second step is to subject the categories to a calendaring process. This process simply involves arranging annual staff activities into a chronological time line according to month. When depicted in chart form, this procedure allows a staff to obtain an overview of the entire year by activity, type of event category into which the activity falls, and time of the year in which the activity occurs. This format is exemplified in the time line developed by the student development staff at Southwest Texas State University as displayed in Example I.

Student Development Annual Planning Cycle

		Evaluation VI. Activities	Planning V. Events	Professional IV. Activities	Training III. Events	Student Develop- ment Activity II.	University I. Events
June	LBJ Center Reservations Due					x	
	Leisure Learning Finalized for Fall					x	
	LBJ Center Committee Recruitment					x	
	Summer Term/Program Begins						x
	Freshman Record Copy Due						
	Publisher						x
July	LBJ Center Program Board						
	Workshop				x		
	Greek Officers Workshop				x		
	Freshman Orientation						x
	University Calendar Copy Due					x	

August

Staff Evaluation	X					
Student Employment for Fall					X	
Job Procedures					X	
Rush						X
Review Goals for upcoming year	X					
Workshop for Student Employees				X		
Workshop for Program Board				X		
University Registration						X
LBJ Center Program Committee Interviews					X	
Annual Report	X					

Sept.

Orientation for LBJ Center Committee Members				X		
Workshop for LBJ Center Committee Members				X		
Freshman Records Picked up						X
Personal Plan of Action	X					
Identify prospective leaders in LBJ Committees				X		
Leisure Learning Registration for Fall					X	
Student Organization Fair					X	
New Student Reception						X

Oct.

Goal Formulation for next year	X					
Family Weekend Committee appointed						X
Letter to Faculty Re: Who's Who						X
ACU-I Region 12 Conference			X			
Who's Who Mailing to Nominees						X
National Panhellenic Conference			X			
Process Contract for Freshman Record						X

Nov.

Homecoming						X
Review Personal Plans	X					
Who's Who Nominations Due						X
NECAA Regional Meeting			X			
Leisure Learning Spring courses finalized					X	

Dec.

Finalize Goals/Objectives for next year	X					
Spring Programs Plans	X					
National Interfraternity Conference			X			
New Member Workshop for Greeks				X		
Estimated Income for next year	X					
ACUCA Conference			X			

Jan.	Review of Current Year's Budget		X				
	Budget Cycle begins		X				
	Program Board Coordinator Appointment				X	X	
	Workshop for Student Employees				X		
	Leisure Learning Spring					X	
Feb.	Internship Program/Prospective Chairpersons				X	X	
	Rush						X
	Homecoming Committee Appointment						X
	PPA Review	X					
	LBJ Program Board Appointed				X	X	
March	University Calendar Design finalized		X				
	MIFCA Conference			X			
	Spring Break						X
	ACU-I Conference		X				
	All University Revue						X
April	Family Weekend						X
	Notice to University Re: Reservations					X	
	LBJ Program Board Term Begins				X	X	
	Student Development Awards Banquet					X	
	Greek Retreat				X		
	Summer Student Employment Completed					X	
	Student Organization Leadership Conference				X		
May	Fall Programs Due		X				
	Notice Sent to Faculty/Staff Re: University Calendar			X			

From this graphic presentation, it is possible for this staff to arrive at a concise picture of the predictable and routine responsibilities it will face during the coming year.

Procedure.

Categorizing staff activities and arranging these in an anticipated time line comprise only an initial step in a total strategy for more efficient staff development and productivity. It is extremely important for these various annual staff events to be procedurally defined.

Components.

In such a definition several components are critical: 1.) specific activity to be completed; 2.) description of who will complete the activity and how; and 3.) the final date by which the activity must be completed. Operationally, being the Student Employment example, this format might appear as follows.

<u>ACTIVITY</u>	<u>PROCEDURE</u>	<u>DATE FOR COMPLETION</u>
Student Employment for fall	Director in consultation with operations staff completes fall staffing of students.	August 31

Completion of the total list of staff activities in the above format results in a lengthy document, but it provides an essential and detailed directory of specific procedures for accomplishment of annual, predictable, routine responsibilities. An example of this format as employed at SWT is attached to this paper.

Format. It should be mentioned that the format used in developing procedures is extremely important. There are, several factors which should be considered in selecting the format to be employed:

1. the format should be standard in regard to procedurally defining all activities assumed by a staff
2. the format should include specific material such as who is responsible, the administrative channels to be followed, the dates involved, etc.

3. the format should include an annual date for reviewing the procedure in order to insure that no procedure is allowed to be repeated as a matter of course each year without careful assessment of its validity
4. the format should be written clearly, concisely, and with detail so as to be able to be followed by staff with a minimum of direction

A format which has proven to be extremely useful within this general framework is that similar to a Job Procedure framework commonly used within corporate or industrial settings. Quite simply, this technique involves each individual employee developing for his/her position a series of procedural documents specifying how and when various responsibilities are accomplished. These job procedures can be written in first person and in an informal style, but they should carefully reflect the specifics of the duty being performed. In brief, each procedure should address the following questions regarding the activity required of the staff member: WHO, WHAT, WHEN, WHERE, HOW.

These procedures should then be maintained in a notebook for each position within the organization. These can be quickly updated, reviewed, or eliminated according to organizational needs and changes each year. The specification of these routine duties allows many of them to be assumed by support staff in times of emergency or heavy work load by the professional staff member. Additionally, they allow for continuity and smooth transition when staff changes occur. Most importantly, they permit staff to more quickly accomplish predictable, repeating and routine responsibilities with a minimum of stress and time investment.

Tracking.

Once activities are categorized, calendared, and procedurally defined according to a standard format, it is important that they be catalogued in a manner to allow ease in tracking their progress throughout the year. An excellent approach to the tracking process involves the use of a simple "Pop Up File" system whereby activities are placed in a file by date in such a manner as to be accessible to staff at the appropriate date. A separate sheet is prepared for each activity which includes: the name of the activity, the date for completion, the "pop up" dates, and the step by step procedure for accomplishment of the activity. A completed pop up file sheet is included as Example II.

CYCLE

POP UP DATE: April 1 to initiate

POP UP DATE: July 27 to wrap up

COMPLETION: AUGUST 1

Student Employment
for fall

Director in consultation with operations staff completes fall staffing of students.

April 1	Contact Student Employment Office for referrals of students interested in fall employment.
April 15	Survey current student staff to determine number of positions available for fall.
April 20	Review current student staff with operations staff to determine any revisions/reappointments/terminations.
April 22	Notify current staff of status of employment for fall. Request summer mailing addresses.

April 25- 30	Operations staff conducts interviews for any vacant positions. Interviewees come from applicants supplied by student employment office.
May 1	Staff reviews interviews and determines new staff
May 5	Letters of employment sent to new student staff. Request summer mailing address.
July 15	Information letter regarding fall employee training program and additional LBJ Center information sent to all student employees. Included is form to indicate any change of plans to be returned immediately.
August 1	All responses received and final roster of fall employees is formulated.

The staff supervisor or the staff member monitoring the particular activity can file the sheet according to the appropriate "pop up" date, check the progress of the activity according to the procedural steps outlined on the sheet, and return the sheet to the next "pop up" date listed. In this manner, the entire activity is carefully monitored with a minimum of staff time and without the investment of energy required to recall procedures and time lines from the previous year. The staff is, consequently, freed to work on other more creative and less routine projects.

THE BENEFITS

Time is a major concern of college union professionals. There are many familiar and useful approaches espoused and employed by professional staffs in a variety of educational settings. The purpose of the strategy outlined in this paper is not to diminish in importance the value of any of these. Rather, it is to suggest a method of dealing with the predictable, the routine, the annual responsibilities which all college union professionals encounter each year. A major benefit of this system is to place these duties in a

framework so that they can be accomplished more quickly, smoothly, and successfully without occupying excessive staff time and energy.

A second benefit of the system is that of clearly defining to staff the expectations of each position and assisting staff in more easily developing a perspective of the time and workload demands of the entire academic year. This understanding permits the staff member to pace her/his year and more successfully avoid the pitfall of extremely heavy work periods followed by unusually light times. There is the benefit of a more even schedule of activities and corresponding expectations.

Of benefit to this system also is the ease with which it allows a supervisor to maintain continuity within the organization. While individual staff may certainly apply their own unique style to positions in significant ways, this system allows for staff changes to occur without major disruptions or breakdowns in activity. The clear definition of routine responsibilities allows for more effective orientation of new employees and assumption of duties in a minimum of time.

Finally, and most important, this system can permit staff to move with increased freedom from daily hassles. Once the system is completely employed, there is much more time for staff to pursue directions which allow for expression of individual talents. This fact contributes to more positive staff morale and to increased productivity. The ultimate benefit, can be more swift, effective realization of organizational goals.

PACKAGING A PERSONAL PROGRAM
Judy Valyo
Rockland Community College

As with any program you plan, you must first develop the program, package it attractively, and market it effectively.

We can use this same principle when we are planning our own personal public relations/career development program.

First, you should ask yourself some questions.

What do I want to do with my career?
Do I want to move up the Administrative ladder?
Am I happy where I am?
Will I be happy in the same position for the next 30 years?
What can I do in this position to make it more professionally worthwhile for me and more satisfying for my students?
Should I go back to school for another degree?
What effect will career decisions have on my personal life?

Give yourself enough time to think about these and other questions which are of particular concern to you.

Talk about your career goals/plans with your colleagues, friends of yours who do not work in the Higher Education field, and close family members. Their opinions should give you a fairly good picture of where you are going and the kinds of areas with which you will need to be concerned.

Remember that the final decision rests with you. It's your life, so don't depend on someone else to make your decisions. Second, develop a pattern of taking Creative Risks.

Creative risks, as described by Margaret Talburtt, are those actions which are taken only after careful consideration is given to all possible results of those actions.

By taking creative risks, we are better able to cope with the possible consequences of our actions.

There are six guidelines for Creative Risk Taking:

1. Never risk more than you can afford to lose.
2. Don't risk lots for a little.
3. Consider the odds and your intuition equally.
4. Practice taking risks. (Start out taking small risks eg. eat a new food, drive a different way to work)
5. Locate support for yourself when you are taking risks.
6. Always have options so you can choose a risk rather than back into it.

I have added a seventh guideline:

7. Reward yourself after taking a risk. Eat a bag of potato chips, see a movie or do something that is a special treat for you. We all need a well-deserved pat on the back!

Taking creative risks is a very important component of your personal program. But it's not the only component.

The third section of this paper discusses those items which will help complete your personal package and enable you to market it effectively.

It is most important to realize, however, that these items are appropriate for you whether or not you are looking for a new job.

Too often, we tend to forget that our day to day activities and appearance reflect the types of opinions people have about us. These opinions can be critical when you are asking colleagues for help in locating a new position or when you are asking them for a reference.

RESUME

Always keep an updated copy of your resume on hand. There will be times when you will be asked for information on your background and experience and you will not have the time to sit down and write a resume. More important, a yearly update of your resume is an excellent way to ensure that information about you is pertinent to your career goals.

DRESS

As with any profession, what we wear speaks much louder than what we say. Often, people in the Student Personnel profession are criticized for "dressing like one of the students". If you are introduced to a visitor from off-campus, his/her first remark will most probably be that he/she couldn't tell if you were a student or a staff member. Maybe that's a compliment on how young looking you are; but, it may also be a comment on the clothes you are wearing.

There are times when blue jeans are more appropriate for you to wear than a dress (eg. putting a stage together for a concert). However, analyze your wardrobe. Have there ever been times that you were suddenly called to a meeting and you wished that you'd have chosen another outfit to wear that day? You don't need a million dollar wardrobe to look good; but, a wardrobe consisting mostly of pants and jeans can almost guarantee zero promotion growth.

Look at the women who hold administrative positions on your campus. For the most part, you can count on one hand the number of times you saw them wearing pants. Plan a wardrobe that will best suit your figure, personality and work situation. Dress stylishly without being trendy.

INVOLVEMENT ON CAMPUS

What is the one thing you envy about your boss, besides his/her salary? Most would answer, he/she is well known by students, faculty and administration and is asked for his/her opinion on campus-wide issues. In other words, he/she is a visible person on campus. Visibility on

campus is an excellent way to broaden your career horizons. Being seen as a person with a level of expertise in a particular area, in addition to Student Activities/Union work, can be a big plus for you. The best way for you to get involved campus-wide is to make yourself known to the other women administrators and faculty members on your campus. People may joke about the "Old Boys Network", but it is a strong support system that women should imitate. For the most part, those women involved campus-wide are most happy to be able to recommend another woman to participate at meetings and work on committees. Do take the time to have lunch with your female colleagues. More policy gets discussed over these lunches than one realizes. If people know your areas of interest, they are more apt to nominate you for membership on committees when the need arises.

When appropriate, volunteer to be a member of Search Committees, Special Events Committees, etc. People will now know you exist if you stay in the Union all day. Get to know the people in the Continuing Education Office. Express an interest to teach a credit-free course. Do check with the Dean of Students and Psychology office on your campus. Practically every college offers an introductory or Orientation course for its first year students. Offer to teach one of these courses. Teaching credentials are very important to possess for any administrative position for which you may apply. When you become involved in campus wide concerns, you have an opportunity to offer a new perspective on certain issues. You will be better informed about the college, in general, and thus will be better for your students. One caution, however, do not over-extend yourself by volunteering for everything. Remember, it is the quality not the quantity, of your involvement that matters.

PROFESSIONAL INVOLVEMENT

If you consider yourself a professional person, you must be familiar with and conversant with current issues and trends in your field.

Get a subscription to the Chronicle of Higher Education. It is one of the best sources for information on all issues concerning Higher Education.

Peruse the classified section and see what qualifications are needed for positions in which you are interested. If one or two qualifications appear in every job listing, analyze your abilities in these two areas. This analysis will give you a good indication of where you need more experience, education, etc.

Join professional organizations and get involved on the regional and national levels. Involvement with your professional colleagues is an excellent way to add to your professional growth and self-image. National involvement, in particular, makes you visible to people from all areas of the country. This can be especially important when you are seeking positions in areas of the country where you have not worked.

Finally, have grandiose plans for your future career path but be sure you have thoroughly research, reviewed, and analyzed all aspects of that path. Give yourself an opportunity to take a detour should the need arise.

Divide your path into small components. It is much easier to complete five parts of a project in two years than to work on one project for two years. For example, if you plan to get a masters degree on a part-time basis, do not look at the project as having to complete 36 credits. Look at it as having to complete six semesters of six credits each semester. Then, at the end of each semester, you can celebrate the completion of another six credits. We all need realistic, short-term goals to help us along the path.

Think positively about your future. Respont to questions concerning your career plans with "I am going to be" not "I would like to be". Your positive reaction to yourself as a person is the best recommendation for any job.

Good Luck!

Judy Ann Valyo
January 1979

THE ORGANIZATIONAL WOMAN:
DILEMMAS, CONTRADICTIONS, AND STRATEGIES

Keynote Address
by
Judith G. Touchton, Ph.D.

Pre-Conference Seminar on Careers and
Management: Strategies for Women Professionals
Association of College Unions - International

March 24, 1979
Cincinnati, Ohio

This is a very unusual conference, and I want you to know how glad I am to be part of it.

Do you know why it is unusual? Well, when Cindy Woolbright called my office more than a year ago to discuss the seminar and ask someone from ACE's Office of Women to be a main speaker, I had a hard time getting clear about what the conference was: a conference focusing on women's advancement, but not just for women? It makes sense, logically -- and it's a practice which I'd love to see be the norm -- but the fact is, it's extremely rare. How many programs have you attended that specifically addressed women's needs, but was designed for both sexes? I was very curious about who I would actually find in attendance, i.e., what proportion of men and women would be here. But whatever the case, and whoever I found, I was very impressed with the concept, your comprehensive approach, and the components of the seminar. I commend the planners and, again, am very glad to be here.

As a topic for today, I was asked to focus on career management strategies for women, and within that realm could say whatever I wanted to say. As one whose personal identity and professional experience has been in the field of career development for eight years, and specifically concerned with women's careers for the last two, this was a welcome and familiar topic to address.

I recently found myself glad, however, that I didn't have to submit a year ago a brief description of what I would say, for I have some very new perspectives to share. They are new for me, new for any other career development person I've heard or talked with recently, and new for the people I have been trying out my ideas on since I started thinking about this speech.

If I had planned this speech a year ago, I would have shared with you the best of my knowledge up to that time about what it takes for a professional woman to get ahead -- a woman administrator, let's say, in higher education -- a woman like you, like me, or like the one sitting next to you today. I would have talked about such things as: (1) credentials, such as the bachelor's degree, master's degree, or terminal degree in your field, whatever is appropriate for a woman's particular status or ambitions; (2) skills required, such as organizational skills, planning and budgeting skills, skills in managing one's own time, and delegating responsibilities to others; (3) communications skills, which I'll add as a separate item because they are so essential -- both oral and written communication skills; (4) leadership qualities, that truly indefinable quality which everyone recognizes and few can articulate; (5) and a number of other factors, such as the importance of visibility (competence is not enough -- visible competence is what is needed); the importance of creating and maintaining your own support system, both personal and professional; the importance of recognizing and tapping into existing networks; the possibilities and advantages of establishing mentor relationships; and, last but not least, remembering to take stock periodically of who you are, personally and professionally, and clarifying your own goals, ambitions, and strategies for going wherever you choose to go. All of these factors, and more which you or your friends and advisors

could name, are very important. Many of them you are addressing in this conference and will undoubtedly deal with more in the future. But as important as these factors are -- credentials, skills, personal qualities, leadership styles, personal resume and career plan -- they really are only part of the picture.

All that I have mentioned so far focuses on the individual, rather than the organization or context in which that individual functions. What I want to do with you today is to put that individual in context, i.e., in the context of the institution or organization in which s/he works. This is not because I think the focus on the individual is unimportant. My training in counseling and psychology would belie that. And you know the importance of individual attributes as well as I do. You are in student affairs, many of you have graduated from counseling or student personnel programs, and some of you are former psychology majors. The very nature of our disciplines, and the work that we do, focuses on individuals -- individual choices, individual responsibilities, individual values. The field of career development and theories of career choice focus on the individual, too -- whether from the standpoint of self-concept, or the interaction of a person with his/her environment, or even the familiar folk-lore "accident theory" of being in the right place at the right time. Most career planning books or workshops seem to operate on the assumption that you can do anything, if you can just be clear enough about what it is you want to do. And if we fail, we are hard on ourselves. "I just didn't try hard enough," I say, or worse - "I failed." What a heavy responsibility for the individual! And really, how grandiose.

I began to question my almost exclusive emphasis on the individual approach a couple of years ago when I began working with the Office of Women at the American Council on Education. I had to account for the fact that I was personally meeting then dozens, now a couple of hundred, of highly talented, seasoned, experienced and ambitious women administrators whose movement up the career ladder was somewhat different from that of their male colleagues. Women are still vastly outnumbered in administrative ranks and it is abundantly clear that the higher the position and the higher the salary, the less likely it is that the position will be occupied by a woman. Why is this true, even in the late 1970s, when the second wave of the woman's movement is almost a decade old, and women are returning to work and to school by the hundreds of thousands. There are a number of explanations for what is going on and we hear them discussed under a number of topics: discrimination, multiple role dilemmas, sexism, lack of ambition, fear of achievement, sex-role stereotyping, or just plain "who will take care of the kids." We can't go into all of these factors today, for time just doesn't permit that. But what we can do is take a look at what women's experience is in organizational environments and begin to see what is affecting their development and their advancement.

My biggest boost in moving from a purely individual perspective to one that looks at individuals in an organizational context came about recently when I read Rosabeth Kanter's book, Men and Women of the Corporation. Kanter, a sociologist at Yale, is known for her work with organizations, particularly those of a corporate nature. She is both a theoretician and a practitioner, a combination which wins high points with me. She has been a consultant to many corporations in the past few years, an organizational consultant who has

observed many men and women workers at all levels, from blue collar or pink collar to top management. She has observed the ways they approach and handle their jobs, the ways they perceive their job, and the ways in which they are perceived by others. As a sociologist, and one who has participated in many feminist conferences and debates, she was particularly interested in observing so-called "sex differences" in behavior, i.e., attributing the differences in workers' behavior to their "male-ness" or "female-ness." Through her own observations and empirical research, and in the research which she reviewed for her book, she discovered some interesting findings which suggest other interpretations for these "sex differences" in the workplace. I am going to discuss three of them with you: first, I'll talk about some issues in management selection; second, about differences in work behavior of men and women as a matter not of sex, but of power and opportunity; and third, some implications of "tokenism."

1. Issues in management selection: The "homogeneity hypothesis."

Let's begin by remembering that Kanter's basic approach, as a sociologist, is to examine the relationship between the individual and the organization; and, more specifically, to see how the organization shapes the behavior of the individual.

One of the factors she sees operating in the corporate environment is the maintenance of homogeneity in management selection. What does she mean by this? Think about the kind of people you like to work with. For most of us, it is important when we choose people as colleagues to choose those with whom we can be comfortable, whom we can trust, whom we can count on when the going gets rough. We look for people who can understand us without translation. And, often, we can find these characteristics first in our own social group. As Kanter described:

One way to ensure acceptance and ease of communication was to limit managerial jobs to those who were socially homogeneous. Social certainty, at least, could compensate for some of the other sources of uncertainty in the tasks of management. It was easier to talk to those of one's kind who had shared experiences -- more certain, more accurate, more predictable. Less time could be spent concentrating on subtle meanings, and more time (such an overloaded resource for managers) on the task. Hence another force pushed for the confinement of managerial work to a closed circle of homogeneous peers, people who had been through the same things together and could readily understand each other (p. 58).

Hennig and Jardim, in their book The Managerial Woman, talked about the same kind of phenomenon. They talked about the importance of "shared experiences", and the ways in which peer relationships are carried into the corporate environment. Think about the patterns of cooperation and competition that little boys learn so early in sports. Think about the mastery of skills that only comes after good coaching and lots of practice. And think about the pride in achievement that comes in winning the game, or learning to deal with failure if you lose the game despite how hard you tried. What would you guys remember? And what would you women remember?

What Kanter is suggesting, along with Hennig and Jardim, is that the beliefs and assumptions men and women hold about themselves and each other are not only developed from childhood to adulthood, but are also carried into the corporate environment. And these beliefs and assumptions result in different styles, emphases, and ways of responding to typical management situations. No wonder some translation is needed!

Male managers face, at best, a loss of ease and comfort with women around -- and possibly much more. As Kanter described:

There was a decided wish to avoid those people with whom communication was felt to be uncomfortable, those who took time to figure out or seemed unpredictable in their conduct. Deviants and non-conformists were certainly suspect for this reason. Even people who looked different raised questions, because the difference in appearance might signify a different

realm and range of meanings. . . . Women (emphasis added) were decidedly placed in the category of the incomprehensible and unpredictable. There were many reports that managers felt uncomfortable having to communicate with women. "It took more time," they said. "You never knew where you stood." "They changed their minds all the time; I never knew what they'd do from one minute to the next." "With women's lib around, I never know what to call them, how to treat them." "They're hard to understand." "It takes a lot of toe testing to be able to communicate." "I'm always making assumptions that turn out to be wrong" (p. 58).

What this amounts to is a decided tendency to select in one's own image. It feels more comfortable that way. And it doesn't rock the boat.

2. Differences in work behavior between men and women: Not a matter of sex, but of power and opportunity.

Do you recall the old "findings" about sex differences in work behavior? I'm referring to "facts" like men are more ambitious, task-oriented, and involved with their work; and women care more about relationships on the job. We, of course, recognize these assertions as stereotypes, or an old societal tape. But the image still holds for many people.

Kanter found in her research that differences in work behavior were a matter of opportunity and power, not of sex. That is, men and women who had power were similar. And men and women who did not have power were similar. In other words, people with power had more in common than people without power, regardless of sex. As an illustration, don't compare executives with secretaries to make assumptions about the differences between men and women.

Kanter reported a study of blue-collar men with low opportunity who look more like the stereotype of women in their attitudes toward work. They were described as: having limited aspirations; seeking satisfaction in activities after work; having dreams of escape; as interrupting their careers; and as creating sociable peer groups in which relationships took precedence over work. Tell me, now -- does that really sound to you like a description of men and men at work?

What we should be asking ourselves, then is not "How are women functioning on the job?" and "How are men functioning on the job?", but How are people who have power behaving? And how are people without power behaving? The questions then become:

Who has power?
Who has the opportunity to get it?
Who has expectations of getting it?
How do these expectations and opportunity affect their behavior?
What does this say about self-fulfilling prophecies?
And what does all this say about women?

3. Some implications of "tokenism."

A third point that Kanter made which I liked very much is that people's treatment and development at work depends upon their numbers and concentration. What she is talking about here are the implications of "tokenism" -- the token woman, token black, token Chicano, or whatever -- and the psychological stress put on people in this position.

The token position contains a number of dilemmas and contradictions which are extremely difficult to deal with. Think about these:

- "Tokens are simultaneously representatives and exceptions. They serve as symbols of their category, especially when they fumble, yet they also are seen as unusual examples of their kind, especially when they succeed."

- "Tokens are made aware of their differences from the numerical dominants, but then must often pretend that the differences do not exist, or have no implications."

- "Tokens are among the most visible and dramatized of performers, noticeably on stage, yet they are often kept away from the organizational backstage where the dramas are cast."

• "Tokens are the quintessential "individuals" in the organization; . . . yet they lose their individuality behind stereotyped roles and carefully constructed public personae that can distort their sense of self."

• "Those situations in which organizational peers are supposedly 'relaxing' (after-work drinks, celebratory dinners, sports events) are often the most stressful for tokens, for on such occasions the protection of defined positions and structured interaction disappears."

• "Tokens suffer from their loneliness, yet the dynamics of interaction around them create a pressure for them to seek advantage by dissociating themselves from others of their category and, hence, to remain alone."

• "As long as numbers are low, disruptions of interaction around tokens (and their personal problems) are seen by the organization as a huge deflection from its central purposes, a drain of energy, leading to the conclusion that it is not worth having people like the tokens around. Yet the disruptions are primarily a function of the numbers being low and could be remedied by proportional increases. (Kanter, Men and Women of the Corporation, p.239')

Conclusion. What Kanter is saying, and what I am saying to you today, is that an emphasis on individual characteristics or traits, on individual strategies for advancement, need to be put in the context of the organization or institution or social structure in which we operate. An emphasis on individual performance is a "necessary but not sufficient" part of the picture.

So what is the other part? If we do not focus solely on the individual, and we begin to consider the organization, what does that mean? This is hard to conceptualize and we don't have all the answers. Historically, the

way people have thought about work is that it was up to the individual to adapt to the organization. It never occurred to anyone to have the organization adapt to the worker! Consider, for example, the incredible resistance we're finding to getting changes in the workplace that would provide more options for women: like day care programs, or part-time and flexi-time arrangements. Yet, it is possible to have that change. In Sweden, for example, a severe nationwide shortage in the labor pool led to these and many other innovations which would attract women as well as men to the offices and to the factories. When the power shifted to the workers, it was just amazing how creative employers could become! In a country such as ours, which still has a sizable unemployment rate, the picture is quite different. We have a bigger problem in getting the organization to adapt to workers', especially women workers, needs. But here are a few suggestions we could implement right away:

1. With regard to the issue of tokenism, serious efforts should be made to increase the number of women. And where we have few women, we should not spread them out all over the organization, but group them in sufficient numbers, yet not ghettoize them apart from the mainstream. The dilemmas and contradictions I mentioned earlier would, quite simply, cease to exist.

2. We should not expect not only women to provide the "woman's perspective" in meetings or discussions, any more than we expect only blacks to be concerned about racism. Men should assume equal responsibility for knowing the facts of women's employment, being sensitive to women's issues, and being a part of the networks which seek to advance women. Affirmative action is not the sole responsibility of the person called the affirmative action officer. It is the responsibility of every policy-maker, every decision-maker, every worker ,

at every level.

3. Representation of women is not an issue to be considered only as a employment figure. We should see, in very systematic fashion, that women are included in all aspects and at all levels of an organization's functioning: that they are on the committees, that they are a part of the inner circle, that they are in on key planning meetings, that they are part of teams of people who go out into the field to represent the organization.

4. If women in an organization tend to be found largely at lower management levels, the organization should assume responsibility for seeing whether that situation exists because these women are being underutilized, hold job titles which do not reflect their actual responsibilities, or need certain kinds of experiences within the corporation which would facilitate their advancement.

5. Staff development programs should be held to enable men and women to examine their biases toward women workers and develop ways to transcend negative bias. (How often have you heard someone say, "I wouldn't like to work for a woman.")

These are just a few ways in which we could begin right now to alter the organizations in which we are a part. I am certain there are many other ways. I find it difficult, frankly, to figure out sometimes just what needs doing. Like many women, I was taught from an early age to adapt to people, to situations, to environments -- and adapting is one of the things I do best! But that makes it very difficult to see what could be, rather than what is. I am a little envious of younger women -- even five years makes a difference -- whose socialization included some challenge of authority! But I'm working on it. And the fact that it is so difficult for me, when I have so much to gain

by the change, gives me a hint of how difficult it is for others -- especially white males -- to even be receptive to changes in their workplace, and to changes in women's roles. It's a shame, since I think men can expect many gains from it too: from heterogeneity come new ideas, creativity, and new energy.

Well, I've shared a lot of my views and Rosabeth Kanter's views, with you. Let's look at some of the implications, especially for this conference.

1. When it comes to women's advancement, a focus on the individual -- however thorough -- is not sufficient. We need to look at the individual in the context of the group, or organization.

2. Given the effects of organizations on people's behavior, we need to put some of the burden for change on organizations.

3. Given the importance of power, we need to be aware of who has it and why. Power is not a birthright, nor a male prerogative. Power can be shared as easily as it can be controlled or limited.

4. Given the importance of power, we need to ask ourselves whether the behavior we see in others is associated with the powerful or powerless, not with males or females. We have to maintain that awareness lest we fall into the trap of stereotyping.

5. We need to take steps in our lives to share power and opportunity. We are here at this conference because of our own interests in advancement, or to be better able to assist other women in their advancement. We can do that by looking at the knowledge and power we ourselves are able to share with others, particularly women--by extending opportunities to serve on committees or in other roles, by being mentors, by being sponsors, by providing information. People often think that what women need is support, and maybe a little more than usual. I find that most people need some support and

encouragement, and some women as well as some men need more than others. But what I think women need, if I may fall into stereotyping for a moment, is more action--action on your part, and action on their part. Don't just encourage them, involve them. Don't just fill them in on a meeting, take them along. Don't just say find a mentor, be one. Don't just get them on a job, make them responsible for it. Be involved. Begin to reshape the environment in which they are trying to move ahead. Start changing your organization.

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project on the status
and education of

women

Women in Higher Education Administration

Despite federal prohibitions of sex discrimination the status of women in higher education administration has not significantly improved during the past five years. Most women occupy middle and low-level posts which almost never lead to top academic position on campus. Efforts to increase the number of women administrators have been hampered by factors including: institutional financial problems, the slow-down in enrollment, and a critical lack of information about how to combat historic sex discrimination in employment.

The following two papers are reprinted here to help remedy the latter problem and to assist institutions in their efforts to recruit and advance women to key posts. Both papers examine the barriers to women in academic decision-making and identify a variety of effective strategies for improving the status of women in higher education administration.

Strategies for Advancing Women in Higher Education Administration*

Garry D. Hays

Chancellor, Minnesota State University System

While I do not claim any special academic expertise on this morning's topic, it is one about which I have given considerable thought. I am pleased to be here to share with you some observations based on that thought and on experience in the university system in which I work.

COMMITMENT

As self-evident—even redundant—as it might seem, fundamental to increasing the number of women in administrative positions is an active commitment by the governing board and the chief executive officer. A passive expectation, occasional admonitions, publication of affirmative action policies, or assertions on vacancy announcements about being an equal opportunity employer are insufficient.

Rather, commitment must be demonstrated in two fundamental ways: by example and through operating procedures. A predominantly male board, which has hired only male presidents, is not in a strong position to encourage its administrators to appoint women. Moreover, the commitment of a chief executive officer who makes predominantly male appointments and who continues to utilize traditional search procedures will be understandably suspect; the softness of such so-called commitment is inevitably communicated to others in the institution or system.

As important as example is, however, in communicating

(Continued on page 72)

*Most of the content of this paper was first presented to the annual meeting of the American Association on Higher Education, March, 1978; this version was presented to the Bryn Mawr/HERS Summer Institute for Women in Higher Education Administration, July, 1978.

Career Development Women in Academic Administration: The Role of Training**

By Rosabeth Moss Kanter and Margaret J. Wheatley

Our major objective was two fold: to examine training programs as a strategy for advancing women in higher education administration and to place this in the context of what we could learn about career issues of women and changing career structures for administrators. Our conclusions are based on extensive discussion with the directors of 5 Carnegie-sponsored training programs, 180 questionnaires returned by program participants, 30 personal interviews with program participants, additional interviews with 25 key senior administrators from campuses around the country, review of available literature, and conversations with directors of other kinds of programs concerned with improving the status of women.

THE VALUE OF TRAINING

First, we find that the role and value of training programs clearly varies with the target population that attends. The most effective programs in terms of providing the largest number of benefits and the biggest boost to careers seem to be those that are aimed at two very different populations:

- senior women, carefully selected, benefit from an extra amount of prestige and connection with prestigious individuals, along with management training suitable for top officials; and
- entering women benefit from internships as a way to gain job experience.

(Continued on page 74)

**Summary of Report to the Carnegie Corporation of New York.

THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges provides information concerning women in education, and works with institutions, government agencies and other associations and programs affecting women in higher education. The Project is funded by Carnegie Corporation of New York and The Ford Foundation. Publication of these materials does not necessarily constitute endorsement by AAC, Carnegie Corporation of New York or The Ford Foundation. This publication may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 and the American Association of University Women, AAUW, 2401 Virginia Avenue, NW, Washington, DC 20037.

STRATEGIES (from page 71)

an expectation, a commitment to advancing women into administrative positions must be made operational. A place to begin is with a systematic approach to setting goals for hiring. Early in the movement for equal opportunity great emphasis was placed on affirmative action policies which usually included a statement of commitment, requirements that search committees be representative of women and minorities in the institution, and that vacancy notices be published in publications likely to reach a wide audience. Thus, beautifully worded policies were drafted, large sums of money were spent in placing advertisements, and institutions continued to make predominantly male appointments to administrative positions. Initially, few evaluated the effectiveness of the publications in actually producing more women applicants, and search committees—with a few women and minorities on them—continued to operate pretty much in the same manner; they were now simply able to demonstrate, upon offering the names of three white males to the appointing administrator, that it had "X" number of women applicants and had placed "Y" number of advertisements in so-called affirmative action publications. The total number of women in the institution may have increased somewhat, but not in each department or administrative unit and not in any reasonable relationship to the number of women in the academic labor market.

AFFIRMATIVE HIRING GOALS

I do not mean to suggest that statements of policy were not and are not needed or that the communication of vacancies did not need to be broader. These were necessary early steps, but they are not sufficient. In addition to statements of policy and intent, institutions need to establish, by department and by operating unit within the administration, goals—by occupational level—for affirmative hiring. For example, in our system the staffing of each unit is analyzed in seven occupational categories:

- executive, administrative, or managerial
- faculty
- professional non-faculty
- clerical/secretarial
- technical/para-professional
- skilled crafts
- service and maintenance

Current staffing patterns are then viewed in comparison to the number of vacancies and/or additions—known or anticipated—for the coming year and in relation to the market availability in each category. Each president then submits to my office affirmative employment goals for each unit and for each category.

This approach, in our judgment, has several advantages over the more generalized affirmative action intent.

- It emphasizes the need to appoint women in all occupational categories and in all units or departments. For example, an institution cannot satisfy an affirmative action goal by simply appointing female faculty in departments or administrative units that historically have been more open to women, thus letting other units or departments continue to appoint males.
- It focuses attention on areas badly in need of affirmative employment.
- It takes into consideration market availability, thus permitting more rational goal setting, including expectation of higher goals in those areas where the number of women in the pool is greater.

To create a better and more specific procedure for identifying goals will not produce any better results than the more general statements of affirmative action unless they are taken seriously. Thus, consideration of the quality of work done in making the analysis and in establishing goals, and of the

quality of the effort in achieving those goals, should be a part of the performance evaluation of supervisors and ultimately, of chief executive officers of universities and systems.

This is, I believe, an important part of any effort to enhance equal opportunity for women. It does not mean that one creates an environment of fear, nor does it imply that failure to meet a goal necessarily leads to punishment. We know that not all goals will be met. Yet, the top level administrator has a very real stake in assuring that subordinates take the process seriously, that a more rational and systematic procedure is developed, and that a quality effort is made.

SEARCH PROCEDURES

If goals are to be met, changes in the search process are also required.

First, control of the search process must be reclaimed by the appointing authority. I remain skeptical that—despite so-called affirmative advertising and more broadly representative search committees—much progress will be made in appointing women to administrative positions as long as search committees are permitted to offer up three to five names from which the president or the board—in the case of presidential appointments—must choose. In the case of two high level administrative appointments in our system, neither woman would have been selected had the traditional role of a search committee been permitted. In one case the campus search committee did not even recommend that the woman candidate be interviewed. She was interviewed only after my office insisted that she must be. After the interviews, she was the top choice not only of the president but of all groups participating in the process. In the other case, the woman was not the top choice of the committee and, had the president confined himself to the usual practice of going along with the committee ranking, another male appointment would have been made in that university as well. Thus, chief executives who are serious about enhancing opportunities for women in administrative positions may use committees in an advisory role, but must make clear that the final choice is hers or his. In brief, that which is expected from advisory committees has changed; indeed, the term search committee should not be used because of its historical connotation. Rather than ranking candidates or making a recommendation, committee members should be expected to provide individual evaluations of a candidate's competencies in relation to those required for the particular job. I grant that this reclamation of executive authority is difficult in the face of tradition. We have been aided by the fact that we have a collective bargaining agreement with a strong managerial rights clause; I do not mean to oversimplify the task where such does not exist.

A second change in the traditional search that is helpful in attracting, evaluating, and appointing women candidates is to describe a position more in terms of competencies required and less in terms of traditional educational experience and training. For example, an announcement of an academic vice presidential vacancy that specifies dean-level experience as one of the desirable qualifications severely limits the number of women who will apply. However, to describe the competencies desired in an academic vice president not only increases the possibility for more women applicants but also increases the likelihood that more of the women applicants will be competitive in the screening process. Of three recent appointments in the Minnesota State University System—one president and two academic vice presidents—the "highest" position previously held was associate dean; yet all three had the ability and competence to compete successfully for the positions.

COMMUNICATION

Equally important, the nature of the search itself requires modification. Women quickly found that an advertisement in *Ms.* did not mean that their applications would be taken

any more seriously. The fact that women applicants were frequently used to make affirmative action reports look good caused many not to apply. There are several aspects of the search which can be changed to increase the number of women candidates.

The first is for institutions to communicate to women by practice, rather than rhetoric, that opportunities are available; in brief, by appointing women to administrative positions at all levels and in all units. Until there is evidence of such commitment, the customary way of getting applicants will need to be supplemented. Initially, one can use what might be called the "old girls network"; that is, one can learn of possible candidates in the same way the "old boys" did for years—by contacting acquaintances around the country who are committed to increasing the number of women administrators and who are in positions that permit them to know likely candidates.

After obtaining names, we have had some success in visiting prospective candidates very early in the search. There are a number of advantages that have made this worthwhile.

- It provides an opportunity for the individual to have a better understanding of the position, the nature of the institution, and the competencies being sought before deciding whether she wants to become a candidate. A visit also indicates to more prospective candidates a serious effort to seek women candidates, more so than simply sending a letter saying she has been nominated.
- The conversation gives us some basis to assess a particular individual and, thus, provides more knowledge during the early screening process than is possible from credentials alone—particularly in the case of a candidate who does not have experience traditionally expected for a given position.
- Moreover, even if a particular individual is not interested in the position—or the institution—at the moment, or even if she is not offered that particular appointment, personal contact has been established which may lead to another position in our system. Twice candidates for presidencies in our system have later been appointed to academic vice presidencies.

DEVELOPMENT PROGRAMS

However, one characteristic of the "old boys network" is that the names of the same old boys get referred. That network is as closed to men who are not in the "club" and who do not make a career of walking the corridors of national conferences as it is to women. Thus, it is important to develop more systematic procedures and networks so that women who have the interest and ability, but who are not known by someone in a position to make nominations and referrals, have an equal opportunity to have their names circulated. There is a need for a national base—a national network—that is known by, and open and accessible to, all who are interested. In brief, there is a need for services such as those of the ACE National Identification Program and the HERS program.

To provide a regional underpinning for these kinds of programs, it is desirable for institutions and systems to develop their own internal communications, programs, and efforts. I will simply mention a few things which we have found helpful.

To enhance communications and to minimize duplication of effort, we have established a *vita* bank in my office for the seven universities in the system. After a search is completed in a university, the names and resumes of women and minority candidates are forwarded to my office and are made available when administrative vacancies occur in other universities. We are also initiating a procedure to include names of women faculty in our system who are potential administrators but who have not been candidates, and names of women administrators in lower or middle level positions who are poten-

tial candidates for more responsible positions.

I would offer a cautionary note, however, about the use—and misuse—of *vita* banks. I know of cases where women did not know their names had been submitted but who received letters saying, "Thank you for permitting us to consider your candidacy; however, we regret to inform you that you are not among those remaining in consideration." Thus, names of possible candidates should not be referred indiscriminately.

Beyond these efforts at communication, institutions need to establish more formal and informal ways of assisting women to acquire experiences which prepare them for higher level positions and then to promote them.

- A place to start is with a review of traditional educational and experiential requirements for certain positions. Many women are excluded from entry into lower and middle level administrative positions because of inflated, artificial requirements. The Ph.D.—or even a Master's degree—is not needed for every position in educational administration. In our office we have three women in middle management positions who started in secretarial positions; three others have moved into middle level management from entry level staff positions.
- In a period of budget cuts in many areas, we are increasing the amount spent for training and professional development of women employees, although these efforts remain too modest.
- Lack of certain kinds of experience can be compensated for by on-the-job training and seminars in specific areas.
- The appointment of women as Acting Deans has provided good administrative training and affords the woman faculty member an opportunity to see if she wants an administrative career. In two cases recently in our system, women Acting Deans have been appointed Deans.
- Involvement of women faculty in *ad hoc* administrative assignments can also permit them to test their interest, broaden their understanding of university administration, and acquire experience.
- Support systems for new women administrators need to be established. These can provide opportunity for discussion of educational issues as well as mutual support for participants.

CONCLUSION

Finally, in closing let me simply mention some things which can assist women candidates as they seek higher level positions.

- Read everything that comes into or goes out of your present office and learn as much as possible about other areas of the college or university—about how things work. Knowledge is still power.
- Acquire a thorough understanding of the budget process. It is a myth that male administrators understand budgets; most do not. A candidate who, in this era, can demonstrate a grasp of budgetary concepts will have an advantage.
- In your present position, seek feed-back and critical evaluation. Some male supervisors who are committed to the advancement of women and who have appointed women, tend to be too protective, too concerned about not discouraging women employees. There results another kind of sexism—a failure to provide the kind of constructive but critical evaluation needed for improvement. If you are in this kind of situation, seek out such evaluation.
- Spend time in careful analysis of where you are

now, where you want to be, and the necessary steps in between:

- What are your skills?
- What do you need to work on?
- How should you go about it?

- Make and use contacts.
- Be open to different options, with regard to kind of institution and type of position. Too frequently women foreclose opportunity for advancement by thinking only in terms of the kind of institution in which they are currently employed.

CAREER DEVELOPMENT (from page 71)

To single out these two populations for special mention says nothing about the *quality* of the training program itself; all of the programs we investigated appear to be high in quality and generally valued by participants. But it is for these two populations that extra-institutional training programs seem to provide the largest number of benefits. Thus, we conclude that training programs can function best as either entry mechanisms for fairly low level positions or as prestige-conferring continuing education efforts for people who are already selected for rather senior positions. In other cases, training appears to be too diffuse and too unrelated to either job prospects or institutional selection mechanisms to be effective.

In examining descriptions of the significant events and people in the careers of over 100 women and a dozen senior male administrators, a remarkably similar composite picture emerged of how careers are most forcefully assisted, or blocked. This picture is familiar; it emerges in Kanter's study of the corporation as well as in numerous other reports of career development.

Women must have a combination of formal and informal supports in order to advance. Formally, they need to be in jobs with opportunity that naturally lead them to develop increased skills, that provide ample learning possibilities and that force them to stretch to meet new challenges, readying them to seize more opportunity when it comes their way. They develop best, as do men, when their positions are empowering, giving them the chance to create or innovate, to become visible and recognized, and to demonstrate their capacity to solve problems critical to the institution. Informal relationships are also important: personal support systems close to home (as opposed to distant networks), more senior people willing to sponsor or endorse them, colleague acceptance, connections that give them access to information or to the chance to trade favors.

Competence, of course, also is critical. But for most of the administrators to whom we spoke, formal education or training merely gives people access to the positions which allow them to develop competence. Specialized technical skills can be quickly learned outside the institution. It is inside the institution itself, and inside the job, that most administrators learn what they actually need to do the job.

At best, training programs provide a spurt of energy, a booster rocket propelling one to a new position. But the long-term effects on careers and the factors that determine career success come not from training, but from the jobs people hold. Training programs have no influence over job characteristics of its participants, and even when, in requesting institutional sponsorship, they attempt to ascertain the next step in a participant's career, it cannot by itself change the opportunity structure for individuals. Training is an extrainstitutional response to a clearly institutional problem. As such, its impact is badly circumscribed.

On the other hand, participants clearly derive benefits. We wish to recommend, therefore, that one efficient way to proceed in the future might be to take specific elements that

- When applying for a position in another institution, know the institution and develop your resume in a manner that most relevantly reveals your knowledge and experience. Instead of simply listing positions held, describe experiences from which you gained knowledge

Finally, I return to commitment by top level administrators. Communication networks can be established, search procedures changed, and professional development programs implemented. Only, however, when those in positions of authority effectively make these changes will the number of women in administrative positions significantly increase.

people find valuable and build projects around these, rather than trying to combine them in training programs. The specific functions they provide could be built into less elaborate and less costly programs that could use successful elements of training programs but find ways to link them more closely to institutional issues on a local and decentralized bases. For example:

- If *networks and recognition mechanisms* are important, then projects such as the ACE National Identification Project which work on making connections in specific geographical areas between talented women and senior male officials can be further developed. (We found very little network formation among participants of the 5 programs we studied.)
- If *on-the-job training* is important, then colleges and universities can be encouraged through funding prospects to develop more explicit institutional or regional management development programs that provide their own more explicit and formal learning mechanisms on campus.
- If the acquisition of *specific skills and technical competence* is important, then colleges and universities can be encouraged to develop solid courses on educational management, perhaps available to their own employees, and training institutes can be encouraged to translate diffuse programs (such as those for women) to specific skills-based programs, such as shorter courses in technical areas of planning, budgeting, or computer technology.
- If *changes in women's self-image* which enlarge the applicant pool for administrative positions are important, then bringing together women within an institution or a geographic area who could reinforce each other's aspirations and teach each other what they are learning from their institutions might be a way to distribute this benefit of training more widely on a national basis. National communication channels, such as offered by Bernice Sandler's Project on the Status of Women, Project HERS, professional associations of women deans or other administrators, or national newsletters could be utilized effectively by local self-development groups.
- If "*demystification*" (realizing that the material is not so hard to learn after all) is important, then a number of self-teaching guides can be proposed, such as the publication of books, handbooks, and training manuals for shorter courses like those given in the National Training Program but available to large numbers of women, with or without instructors. Such books or training manuals would also be valuable to men, and they could run the gamut from case studies of university administrative problems to such items as "Budgets Made Simple."

Some of these suggestions reflect changes in the analysis of the problem of women's advancement that have taken place since many of the training programs reviewed here were

developed. It was perhaps important several years ago to take women alone in special programs designed for them as women, that would consider their issues as women, as well as the acquisition of technical skills needed for particular jobs. Several years ago it was perhaps considered more important than it is by analysts today that women receive emotional support, that their aspirations be boosted, and that their self-images be directed toward administrative careers. Today it is less clear that sex-segregated programs still have a place. The skills which many women are seeking to acquire are not different, in many cases, from those needed by men in administrative positions, and while women's networks are extremely important, it is also important that women become connected to the men who are still the primary decision makers.

It seems less important today to boost women's aspirations than to find ways to feed into the pipeline and move up the ranks those women who have already discovered their ambitions. So we are led away from the question of individual talent development in a vacuum to the question of how to open institutional channels that block or slow down the progress of women.

ADMINISTRATIVE CAREER ROUTES: WHAT'S ON THE HORIZON

From our interviews and discussions, we can identify three different tracks or job families in academic administration in the future, each requiring somewhat different skills and credentials.

First, the traditional source of supply of administrators—the faculty—cannot be ignored, although perhaps its role may be different in the future. The least professionalized of administrative services, such as student personnel administration, may be moving back into the hands of the faculty at the same time that more technical functions, such as those involving finance or law, are moving into the hands of specialists. However, faculty status, particularly tenure and a scholarly reputation, are still important entry credentials for many top ranking jobs. These are so important that faculty members without administrative abilities continue to be promoted into high ranking positions, where they are aided by a administratively proficient support staff. Younger faculty members seeking a career in administration, can be very frustrated to learn that faculty jobs provide absolutely no preparation for administrative positions, yet scholarly achievement as a faculty member may be essential in eligibility for these positions.

The second career track is that of the technical specialist or expert. In response to increasingly technical demands in some areas of academic administration, there are a growing number of very specialized "middle management" jobs, concerned with law and government regulations, with finance and budget, with computer forecasting and computer controls, and with labor relations. These jobs tend to be open to people regardless of faculty status; indeed, faculty members cannot claim eligibility for such positions unless they demonstrate technical knowledge. Some analysts predict that universities will tend to hire from the outside for these positions. Outside institutions not only have greater experience in working with these issues; they are also themselves often the source of regulatory or financial pressures.

These jobs can come to constitute the professional "managerial class" in colleges and universities, doing work that will be indistinguishable from the work performed by their counterparts in corporations or government. Technical credentials and technical experiences will play a major role in people's eligibility for these jobs. In some cases, the positions will be high ranking, such as vice president of finance or dean of a school of business or public administration, but in many cases, they may remain buried technocratic enclaves, remaining subservient to traditional administrators from the faculty who lack the technical skills but have the credibility to be the

visible leaders. It is striking that many of the leaders of educational institutions to whom we spoke did not want to know the technical content of these new managerial jobs themselves; they felt they could leave that to the "experts." Experts can find themselves stuck, (as women did for years in functions such as admissions offices and registrar offices,) in lower level jobs that do not prepare them for career progress. Management practices and career development programs of institutions will determine whether experts get buried in narrow technical jobs where they have little chance to advance or participate in overall institutional policy, or whether they can develop in more generalized directions.

The route into the higher echelon technical middle management jobs may be through external institutions, both inside and outside of the academy. It seems unlikely at the moment that such people will rise through the ranks without external credentials. On the other hand, the lower level technical jobs can be filled by a wider range of people who need to show the equivalent of a certificate of competence in the particular area, whether it is computers or student personnel services.

The third administrative career route is to top leadership and here, generalizations about paths and tracks are more difficult. Presidents seem to be in a class by themselves.

They come from both inside and outside, from the academy and other segments of society, and with or without specialized technical competence such as Clark Kerr's labor relations expertise. What would make one eligible to be the head of one institution may be a disqualifying factor for another; there seems to be a tendency for colleges and universities to "balance" their leadership. If there is a prominent scholar as president or vice president, the other positions may be filled by someone with professional or managerial qualifications. Of the presidents to whom we spoke or who were interviewed by co-researchers, there were wide differences in backgrounds and preparation. Some had been deans elsewhere or even in their current institution, but a large number had had little to do with universities or with academic administration in the past, even though they possessed advanced degrees.

If anything, the central qualification for a president (and, in many cases for deans as well) seems to be a quality we may term "moral suasion." This stands in striking contrast to the technical competence required in middle management jobs. Here it is skills as a political actor that count. In any of the boundary roles in a college or university—roles that must mediate between environments, constituencies, and factions—the skills that seem important are the ability to: bring people together; give bad news without provoking too much resentment; salesmanship; negotiation; understanding the faculty and how to deal with them; and tactics as a "supreme mediator."

While such leadership qualities have always been important and can be found in the stories of people who rise to the top, changing pressures on colleges and universities will make them even more important in the future. The trust and credibility factors, as Kanter has noted in her studies of corporate management, take on even more importance in times of uncertainty or times in which automatic obedience to moral authority is undermined. A different kind of leadership is also required when the old personalized patronage systems are no longer in operation. With more aspects of university governance subject to government regulation and formal policies and procedures, persuasion may have to be more important than trading favors or doling out financial rewards as a means of insuring cooperation.

In this regard, it is striking to note the kinds of things that the top administrators interviewed by our "co-researchers" found satisfying in their jobs. A few of them mentioned formulating policy, but this often relied on development of new programs, something that was increasingly rare. In general the list of things they found most satisfying seemed to be negative: averting disaster, saving blood, retaining funding

levels, rescuing the system from financial disaster, avoiding cutbacks, and resolving hard differences constructively. To put these on positive terms, political skills are important. The politics of administration take experience to develop. They require connections with appropriate people in the system, knowledge of the ins and outs of an organization and how it works, credibility with constituencies (which in part is a matter of credentials or social similarity but may also need to be earned), and such qualities of personal presentation as forcefulness, readiness to decisions, and willingness to take risks. These qualities, in turn, are those which themselves require experience and political support to develop.

HAS AFFIRMATIVE ACTION HELPED WOMEN?

What role has affirmative action played to date, according to respondents among the program participants and the key administrators interviewed? Affirmative action has established defined procedures and new hiring patterns, all of which are designed to make hiring more equitable. Hiring is now more public, defined, and announced. There are open searches instead of automatic promotion. There is more concern with the skills needed, and these skills tend to be defined in searches. Personnel policies tend to be written, and there are defined titles and conditions of employment.

These achievements are likely to increase the number of women in middle management technical jobs more than anywhere else, because of the greater ease of translating these positions into skill terms. Faculty credentials and the earning of tenure take years to develop, and judgements still tend to be subjective. Qualities of "moral suasion" and political savvy needed for top leadership tend to also rest on the undefinable, such as trust (which gives an edge to those with similar backgrounds to search committees) or years of experience in jobs that allow one to pull off risks and thus establish a track record as a politically wise leader.

Affirmative action procedures by themselves, therefore, are an important first step but do not necessarily solve the problems of equitable access to administrative positions. While many colleges and universities have been writing better job descriptions and defining necessary skills, there has been little clarification of career paths which tell people in one job how to become eligible for another. In fact, open searches and loss of automatic promotion is a mixed blessing. While it permits a larger population of people to become eligible for jobs and to signify their interest, it also means that the notion of career growth through a sequence of developmental activities can be lost if institutions do not pay explicit attention to the development of their managerial talent.

INSTITUTION-BASED PROJECTS FOR CAREER DEVELOPMENT: A ROLE FOR FOUNDATIONS

The question is: how to provide opportunity and power for women inside institutions. Opportunity involves eligibility for advancement via the acquisition of skills, the chance to learn and demonstrate new skills, and the existence of bridging positions that help one move from the limits of the job

definition of position A to the enlarged range of position B. Power involves the acquisition of credibility by having the chance to innovate, pull off a risk, make a visible and measurable contribution, solve or contribute to the solution of oppressing institutional problems, and to be connected and backed up by more senior people in the organization, to increase the set of exchange relations and mutual obligations with peers, and to have the chance to develop the talent of more junior people. We think that it is possible to affect opportunity and power inside institutions without necessarily changing the overall formal structure of the institution first, and we wish to suggest a strategy.

Funding can be provided for institutional projects that must meet the following criteria:

- A balanced number of men and women, of faculty and administrators, and of junior and senior personnel.
- Explicit training of all members of the project team in those organizational, financial, or technical skills that will be required for the projects' successful completion, and which might include some of the more experienced people deliberately teaching some of the less experienced, as well as bringing in outside training resources.
- Project topics which are of concern to the institution and which will affect favorably its future course.
- Adequate release time for the more junior people, and projects of long enough duration that the chance for learning and skill demonstration clearly exists, along with the chance for enlarged institutional knowledge and connections.

Such project teams, which create temporary operating structures parallel to the conventional institutional hierarchy, appear readily applicable to universities, since these institutions have a history of carrying out certain activities via colleague committees. What we are suggesting is adding a committee structure that guarantees inclusion of women, encourages sponsorship, and builds in explicit training opportunities. Such a strategy would also be eminently useful to the institution itself, since it would not only be receiving funding but would also have a chance to accomplish something that it views as in its own interest.

We would hope that such project teams—or other developmental activities within institutions themselves—would result not only in more skills for women, more recognition, visibility, and eligibility for other jobs in their home institution or elsewhere, but would also eventually serve to move them up the ladder. But of course, no one—not even prestigious training programs—can guarantee that anyone gets a job. In the long run, the prospects for women in educational administration will also be tied to labor market conditions. Also in the long run, then, it will benefit women if academic institutions are encouraged to remain strong and healthy. Funding efforts that benefit institutions as well as individual women are likely to have major payoffs.

SUGGESTED READING - ASSERTIVENESS TRAINING

<u>TITLE</u>	<u>AUTHOR</u>
1. <u>Assert Yourself - It's Your Perfect Right</u>	Alberti & Emmons
2. <u>Creative Aggression - A Guide to Assertive Living</u>	Bach & Goldberg
3. <u>How to Get Control of Your Time and Your Life</u>	Lakein
4. <u>Responsible Assertive Behavior</u>	Lange and Jakubowski
5. <u>Stand Up, Speak Out, Talk Back!</u>	Alberti & Emmons
6. <u>The Intimate Enemy: How to Fight Fair in Love and Marriage</u>	Bach and Wyden
7. <u>The New Assertive Woman</u>	Bloom, Coburn & Pearlman
8. <u>When I Say No I Feel Guilty</u>	Smith
9. <u>Women as Winners</u>	Jongeward
10. <u>Don't Say Yes When You Mean No</u>	Fensterheim & Baer
11. <u>How to Be An Assertive, Not Aggressive Woman</u>	Baer
12. <u>The Assertive Woman</u>	Phelps & Austin
13. <u>Asserting Yourself</u>	Bower & Bower
14. <u>Looking Out for #1</u>	Ringer
15. <u>What Do You Say After You Say Hello</u>	Berne
16. <u>Assertive Training for Women</u>	Osborn & Harris